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The new discussion paper from the DES and the Welsh Office—*Examination 16-18* (page 5) has important merits. It is short, intelligible and decisive.

For decades Secretaries of State have equivocated about exams. They have been uncertain of their own powers; they have been even more uncertain about the policies they might want to pursue. In the latest paper this uncertainty seems to have gone. They now are clear that they want to kill the Certificate of Extended Education. They want to introduce an intermediate level exam to be taken at 18 alongside A level and confined to the A level group. And they want a new examination for students who stay on for a year beyond 16 in school or college of further education, to be taken at the end of a balanced, pre-vocational, course. In other words, they have come down firmly on the side of Mansell rather than Keohane.

Presumably all this has now to be discussed. There is a specific insistence that government support for 1 level is conditional upon some assurance from both local authorities and the teachers' associations that enough schools would be able to provide courses leading to intermediate level examinations in mathematics, language and science, in addition to other sixth-form courses, by "redeploying existing levels of provision". Apart from being a monstrous misuse of the English language, this appears to demand guarantees from the schools they cannot and should not give.

There is a demonstrable shortage of certain specialist teachers now. The question should be: how can this shortage be overcome? Instead, the department simply seems to be trying to dislodge its critics in advance. If the objective of broadening the sixth-form curriculum is



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## A first step, but a step in the right direction

accepted—and it certainly should be—then the Government should make their disposition accordingly, not make the objective itself depend on make-do and mend.

The paper is directive in tone. In its determination not to encourage students with modest academic qualifications to stay on studying more watered-down academic courses, it seems excessively restrictive of the freedom of choice of the individual pupil. It is, however, singularly unwilling to lay down any breadth requirements to accompany the introduction of 1 level. It clearly envisages many pupils continuing as at present to take three A levels, and in some cases taking no 1 levels at all, or else just conjoining some minority time (which at present may go towards an AO level or some unexamined general studies) into an 1 level course.

While there is speculation about scientists continuing with a modern language and historians taking 1 level maths, there is no suggestion that this should be required. There is none of the prescriptive rigour for these high-flyers which appears elsewhere in the paper to elop down the mistaken inclination of the would-be CEE candidate. Prescriptive rigour on the part of the DES ought always to be viewed with suspicion. But any serious attempt to broaden the sixth-form curriculum will demand some more concerted planning than this.

Here again, the document appears to demand some impossible assurances from higher education and employers that 1 level will count in favour of job applicants. Neither industry nor higher education is so organized as to make such assurances possible or plausible. But if the Government chose to, they could

give 1 level currency overnight by writing it into the rules governing student grants.

On balance, the paper must be seen to prefer Mansell to Keohane and the CEE. It clearly envisages schools as well as FE colleges offering the course, either from within their resources or by linked courses with institutions. But in many ways, the best outcome would be a considerable expansion of further education for 16-year-olds, with a twelfth year of time education building a well-organized bridge between school and employment. It is inevitable that present youth employment should concentrate attention on questions of transition from school work. Some of this attention is spent on more concerned with securing than serious educational development. But the Mansell proposals represent one of the more positive outcomes of this heightened awareness of the need to link education to working life. These plans are adopted without delay and executed with vigour, progress could be made.

It is important to insist, however, that the more systematically young people steered away from the "academic stream" end towards vocational education and training, the more essential it is to open up opportunities for vocational education later on. At the same time, these proposals should be a belief in young people who leave school labelled "CSE grades 2-4" have developed potential which will come later in their working life. All evidence shows this to be true in the case of systematic education designed to deny it. Setting up 17-plus examination should be not only as a first step, but a step in the right direction, all the same.

## NEWS

# Prince tells engineers: stop bickering

Mark Jackson  
and Bert Lodge

Collaboration with science, industry and technology should begin in the primary school, Prince Charles said at the national conference on engineering education this week.

## Resettling teachers Bill through

Michael Heseltine, the Environment Secretary, has safely got the controversial Finance clause of the Local Government Bill through the House of Lords committee stage. The clause, which deals with the transfer of teachers from the Association of Metropolitan Authorities to the new block grant system for local government from 1981, was fiercely opposed by the House of Lords. The bill was passed by a majority of 17-15.

"I do not believe we can afford to wait for an engineering authority to wave a wand like a fairy godmother and solve all our problems. Many of the cheques are up to us as individuals to encourage," he said.

The vital changes he listed as: a change of academic attitudes in higher education; change in the composition and attitudes of boards of directors within the engineering institutions; and a certain amount of change within the unions.

"School curricula have to be changed and appropriate people have to be involved," the Prince appealed to the engineering institutions in particular to end the arguments about what was wrong with engineering and get down to practical action.

Delegates at the conference strongly criticized the report's concept of the Master of Engineering degree. Mrs S. P. Kibel pointed out that the idea of the MEng was that it should provide leaders for the industry yet by selecting excellent candidates at the end of the first year it amounted to selection of 15, when there was still no record of job experience.

The engineering professors conference with 480 members said they were fully committed to the major reformation called for by the report.

The present "straight through" three year course covered engineering science but failed in its treatment of engineering practice and management. Engineering professors felt the four year course must become the norm. They also felt that the proposed split between MEng and BEng was undesirable.

## Research group hit back

by Biddy Passmore

The National Children's Bureau hit back this week at allegations by the right-wing Centre for Policy Studies that the Bureau's recent study of achievement in secondary schools was full of "doctored" data and bad research.

The centre had accused the NCB researchers of favouring comprehensive schools to suit their own political beliefs.

## Assisted place exam fee

Parents who enter their child for an assisted place, under the Government's scheme due to start next autumn, may be faced with an unexpected hurdle—registration fees averaging £15 to £20 before their child can sit the entrance exam.

The fee, charged by most of Britain's independent schools, emerged this week as one of the problems which have never been discussed between independent school heads and the DES.

## Comment

### If you can't beat them...

It is all of six years since two Scottish mothers referred to the European Commission on Human Rights their contention that the use of the belt in schools amounted to inhuman and degrading treatment. One of the pupils is now on the point of entering secondary school, the other is 21 and beyond the reach of the law. But though the mills grind slowly, it seems that eventually they grind out something: later this month (page 5) the commission will find on behalf of the parents and against corporal punishment in schools. What applies to Scotland must also be expected to apply to England and Wales and Ireland, the only other strict strap-wielding areas of the European Community.

The Government will counter the commission's ruling at the European Court of Human Rights next month. One of the arguments which will be advanced is likely to be that the law should be allowed to continue in Scotland until a working party composed of government, unions and local authority representatives has delivered its report on alternative punishments sometime next year. The European Court will take another year to deliver its findings. It does not always uphold the commission's rulings. It found against judicial flogging in the Isle of Man. The hanging of corporal punishment in schools does not necessarily follow, though most people expect the fact that Continental practice universally condemns the cane to weigh heavily against Britain.

If the European Court comes down in favour of the Scottish parents, sooner or later (and probably sooner) British practice will be modified to conform to the ruling. In a law-abiding country, the Government cannot submit an issue to the European Court and then ignore the outcome—not even to suit the Educational Institute of Scotland, the National Union of Teachers

or the National Association of Schoolmasters.

It is more than 30 years since George Tomlinson side-stepped parliamentary criticism of corporal punishment by asking the National Foundation for Educational Research to report, like the present Scottish Committee, on other forms of punishment. Physical punishment is manifestly not "necessary" in the sense that schools cannot operate without them. What is clear is that, even if British public and professional opinion, as measured by polls and surveys, still staunchly defends the use of the cane, this is not now compatible with educational practice elsewhere in the civilized world.

The European Commission's judgment will infuriate the Little Englanders and the new nationalists who reject European institutions, but it provides a salutary indication of how corporal punishment appears outside these shores. It would be wise now to come to terms with this and concede the case at the European Court, and use the fact of these external pressures to persuade the teaching profession to relinquish the "last resort".

## Waiting for the next round

It is clear that more cuts in public spending, including specifically spending on higher education, will be announced in the next three or four weeks, to make room for a package of plans for industry and employment (pages 1 and 8).

It is being suggested that the polytechnics and the colleges of higher education will hear the brunt of the cuts. Coming close on the heels of the capping of the pool and the rough justice which this entailed, the polytechnics will have every reason to feel aggrieved and threatened.

In part the threat comes from the market place. Last week the TBS carried reports of unfilled places in teacher training courses which suggested that some polytechnics were having particular recruitment difficulties. But more generally, public sector higher education takes in many of the less well qualified students: if economic stringency is deemed to require some contraction of a selective higher education system, it is

only logical to expect the cuts to fall on the "weakest" candidates.

But over and above these worrying economic pressures it is possible to detect a new, snubish attack on the polytechnics from unexpected quarters. Liberal-minded political commentators like Peter Jenkins and Alan Watkins have begun to talk of the "Lumpenpolytechnic", a splendidly evocative coinage to describe some of those engaged in the Labour party's internal struggle. The label on the polytechnics is quite incidental to the insult, but it is the kind which sticks. A few days ago, Frank Chapple, the electricity's leader, picked up the same idea with a reference to the "sans culottes of the polytechnics", to typify the extreme intolerance of Labour party Jacobins.

None of this is in the least relevant to the work of public sector higher education, but these abuses stick and have probably already made it easier for Mr Carlisle to bring in the next round of cuts.

One of the beneficiaries of the cuts will be the MSC and the various programmes for teenagers and young adults. Here demand is rising (unfortunately) and will only be met if a lot more money is forthcoming. It looks as if Mr Prior will get his money and the Youth Opportunities and Special Temporary Employment Programmes will be expanded. Every extension brings nearer the point when improvisation will have to be replaced by a systematic and long-term reform of industrial training and vocational preparation.

## Eton at the barricades

In Monday's *World in Action* programme on TV, a camera team followed the right-wing work marchers on their cross-country march to the Conservative conference at Brighton. The views of the marchers were contrasted with those of onlookers; the blarney and frustration of the young unemployed was matched by the largely unimpassioned reaction of by-standers who were likely to see them only as scruffy and undisciplined youngsters in whom they would be reluctant to offer jobs. Only in areas of high unemployment did attitudes noticeably soften.

A detour took the marching column past Eton College for what looked like a clumsily contrived media incident. If there were hopes

of a punch-up, these never came to light because the Etonians were prudently confined to barracks. Afterwards one of the marchers pounced on a few boys who they had not been allowed out.

Then the reporter managed to get a couple of masters who stone-walled all questions—looking bland and pretending they did not know what the questioner was talking about. Quite soon the march moved on and the Eton-baiting ended.

As an episode in what an *Evening Paper* this week (page 12) calls "Eton PR", it is singularly inept. The marchers (and television reporters) were just trying to do things up; showing the socialist storming a far-fetched equivalent to Winter Palace, contrasting poverty and privilege in photographic circumstances of cheap and trite but not altogether dramatic impact.

The ineptness of Eton's response to the apparently inept refusal of marchers to answer a few simple questions. Not to allow 1,000 schoolboys to march in a column of unemployed marchers and beggars is a sensible, whatever the reason. It did not seem to be so, on the school's side when asked. As it was, the school's reasonable precautions were made to strike edginess, to seem repressive.



## No comment

"They (the education authorities) view the fact that free access to education is a worthwhile philosophy which has to be paid for," a Cambridge Department spokesman said.

quacy: parents must be consulted, says Lady Young

by David Lister

A junior school's special Jubilee lawn with trees bought and planted by the children has been deemed surplus to requirements by the local council, says Lady Young, Minister of Education.

The lawn which forms part of the playing field at Oadby Launde junior school in Leicestershire and is also used by teachers to read stories to the children might now be dug up and used for residential development.

Three or four houses would be built on the patch of land—now part of the school premises—if the council goes ahead with the development plan. It is part of a county-wide scheme of selling land regarded as in excess of requirements for school building.



Beauty and the beasts—Samantha Chamberlain from Bristol at a city farm show in London this week.

## Council wants to get rid of junior school's jubilee lawn

Mrs Sonia Hudson, head of the junior school, said this week: "This is part of our school premises, and we regularly have stories read on the lawn."

Failure to adjust the school timetable would mean an extra outlay for Cumbria of over £200,000 on new buses plus drivers' wages.

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# Platform

In the wake of the threat to Leicestershire's pioneering community colleges, Bernard Harvey looks at their background and considers why they are faced with closure

## L.e.a. versus community

"Do not try to sell to the community what they already own but help them to understand what is theirs." (Pot Barley, Community School Director's Training Guide, 1966)

The savage cuts in community education in Leicestershire are seen by many people as a dismantling of a 30-year work in education innovation. It began last year with a tax on success: the colleges were required to add to normal fee income to raise £100,000 as a levy. This levy was the first real indication of a direct dilution of the concept of Leicestershire Community College. The idea of local autonomy, of budget finance, the rights of local groups and societies to affiliate to colleges/centres—were cardinal principles. All affiliation fees are locally determined and are used to enhance other community programmes like minority interests and adult literacy. These fees enable local decision-making to be real.

Following this was the enforced abandonment of the "phase three" colleges where the idea of an integrated approach to education was expressed in contractual joint appointments for all staff—teachers would work in a wide range of community settings—homeless programmes, music and toddlers groups, intermediate treatment and so on, and teach adults in more formal settings. One felt that such experience enriched the teachers as people and added new dimensions to schooling, as did the presence of adults studying alongside young people in the sixth form. The idea of all proportions to the numbers of adult students. Are these to be destroyed at a time when new forms of schooling are so desperately necessary for the young?

The colleges at Shephard, Croby and Earl Shilton were mapping the future for a new kind of educational institution where the continuity of education suited to the needs of the community was a potential reality. In the present situation of joblessness among school leavers

some very important developments were in the pipeline. Now the ground has been taken from under their feet.

It could well be that this cut-back, together with the closure of up to 10 other community colleges, is not about money at all. Everything—the whole of community education—must lose then a step on the rates. It is, perhaps, about control and innovation. The participatory democracy expressed in the colleges was the clue. Each college has its own community council representative of all interests and an elected management committee. The 27 college chairmen are a new source of power and a body to be reckoned with. Their counterparts in the primary school community centres have already shown that the authority has no legal power to close the centres down without the agreement of local management committees. These centres are unique in that each community has made a substantial financial contribution to their ragged community buildings. The colleges and centres in a very real way belong not to the education committee but to the local people.

Is the reason for the cuts that they are too powerful a community settings away from the direct control of the few? Stewart Mason, a former Director of Education for Leicestershire, had a glimpse of this more than 30 years ago when he wrote "a positive attitude of enthusiasm, pride and affection towards the community centre can only be achieved if the day to day government of institutions is in the hands of the people who use it. If real success is to be achieved it must be committed to these institutions by leaving the daily management to the people themselves and by throttling down officialdom to the minimum. It is hoped that like a wise friend the committee will stand unobtrusively to the background and grant the utmost delegation to the people on the spot." (Memorandum, 1949).

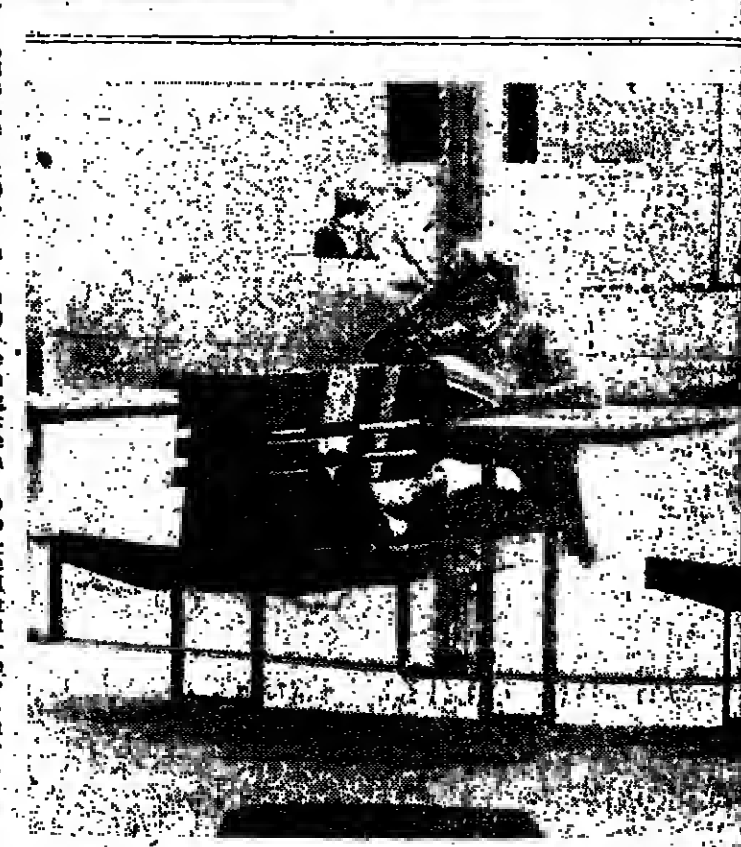
Was the idea of an enabling administration and a county education committee committed to growth

and development at grass roots level just part of the euphoria of the 1944 Act, believing in education for all the people? Is Leicestershire turning its back on such a comprehensive view of education to something much more selective?

Community colleges have become the sacrificial victims: all adult community tutors cease their employment in December next year. The 3,000 part-time teachers have, over the years, done their teaching hours cut from an average 60 hours to, in some cases, fewer than 30. All part-time teaching costs have to be covered by fee income. What is now being curtailed is the right to teach. The quality input of 3,000 teachers a week into a community perhaps can only be measured in its absence. We shall be living in a poorer place.

Youth work is retained. (On what criteria? Fears of Bristol?) And youth is defined to pre-Albion ideas of designated separate youth buildings—a saccharine in terms both of the needs of young people and of the professional work of the past 20 years. It is like abandoning the school curriculum but retaining handwriting classes. All outstations of colleges are to close. In rural Leicestershire, such deprivation means local village primary schools will not be available for community use. Village hall rents will not be paid for adult classes. Community colleges exist as community resource agencies providing facilities and expertise throughout none not simply in their own buildings. Often the local school is the first point of educational advance for many adults.

The issue really is whether a committee of teachers and an administrative staff can understand and make decisions on the future of education. It is to be hoped that the rich potential of local communities and their input, says Andrew Fairbairn, are prepared to forgo any educational input? Such an engagement requires an



Images of community college life: Countesthorpe College in Leicestershire.

enabling I.e.a. a collaborative endeavour, and may for ever mean more horizontal forms of educational administration. The closure of Leicestershire community colleges has implications for society, as a whole and for the future of education in particular.

Bernard Harvey is Principal of Community Education for Leicestershire.

## NEWS

### Bob Doe reports on plans for a vocationally-based exam CEE finally gets the chop

Certificate of Extended Education has finally been given the thumbs down by the Government.

An announcement this week makes it clear that the days of the year sixth form exam for the academic are numbered. It will never get the Government approval since pilot exams started in 1972, in spite of the students who are now taking the year.

The new Intermediate (I) level would place in the Government's plan, but only if it can be achieved at no extra cost and even only for the brighter sixth formers.

Recommendations 16 to 18, a Government consultative paper that only month Mr Mark Carls, the Education Secretary, said, would be at the end of the year, was out this week. The Government expects to receive reactions to the document by December.

The document rejects the recommendations made by the Schools Council in 1976 and by the Independent Schools Committee last year that there should be separate CEEs for new sixth formers. The Government favours instead proposals contained in the Macaulay report from the Youth Education Unit (FEU). That report, *A Basis for Choice* has never been properly published, just circulated to interested bodies in the FEU.

The Macaulay report suggests a range of pre-employment education combined with a general education in a general area employment such as office work, engineering, but stopping short of actual job training.

The core, as envisaged by Macaulay, would account for 60 per cent of the course and include numerical, communication and social skills, economic, political, aesthetic

and careers education. A group certificate would be awarded and students would have to pass in all sections. No name has been given to it yet.

The Government accepts there is a group of less able 16 year olds with modest CSE grades whose needs are not catered for by the present exams. The Keohane committee said there could be as many as 80,000 in this category by 1991.

The consultative paper argues that any new exam must do two things: it must assist in the transition of these people from school to work, and must therefore be vocational.

It must also simplify the range of exams in schools and further education. To achieve this, the Government has decided that schools must put on courses more like those in further education.

The CEE pilot exams will be allowed to continue until about 1985 when the new exams are expected to be ready. The Government have tentatively accepted the suggestion that the level equivalent to half an A level should be looked into.

But the Government seem determined to block any new non-vocational openings for the less able sixth formers.

The consultative paper says it might be better to restrict I levels to subjects like maths, sciences or languages that sixth formers might need to broaden their more specialist A levels.

Announcing these decisions this week, Mr Carls said there was no room for another tier of exams

in the sixth form. He did not believe one exam could both broaden the A level course and cater for the less able sixth formers. The new vocational exam was aimed at the group who were unlikely to want a totally academic course.

The National Association of Teachers in Further and Higher Education (NATFHE) warmly welcomed the decision on the CEE and complained that teachers in schools would not have a chance to take part in the preparation of the new vocational courses because the CEE and GCE boards had been excluded from them.

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The Assistant Masters and Mistresses Association (AMMA) were glad a decision has been made at last on the 17-year-old level, but said the future of the level should depend on cost considerations rather than educational ones.

A common core of essential physics and chemistry for students wishing to read for a science degree has been put forward by university and polytechnic scientists.

A "minimal core syllabus" that every A level in physics and chemistry should include has been drawn up by working parties organised jointly by the Standing Conference on University Entrance and the Polytechnics Council for National Academic Awards.

The done say these cores could take up about two thirds of A level time. They hope the GCE boards will incorporate them in all A level chemistry and physics syllabuses. A similar minimal core was drawn up for mathematics in 1978.

### New 16-plus exam 'must cast wider net'

New 16-plus exam should assess more pupils than the top 60 per cent of the present CSE and GCE which were designed for the CSE annual meeting in Scarborough was told last weekend.

Peter Andrews, chairman of CSE boards' standing conference, said there was no justification for the 60 per cent figure. Already the ability range was wider than was originally intended and he wanted to see a new exam which most pupils could take.

The concept that only 60 per cent should be examined means 40 per cent are to be labelled as inadequate. This is a politically unacceptable and not the master of the curriculum.

Teacher control was not a matter of power, but of service, responsibility and expertise. It was a vital part of in-service training, and ending teacher control of examinations would diminish the professional status of teachers.

Developing the new exams was going to be costly in time and money and he looked to local authorities to fund them.

Human rights case against belt of the strap to Scottish leavers of the European Convention on Human Rights, probably the end of next month.

This year, the European Convention on Human Rights was found to be in breach of the European Convention on Human Rights over the use of a belt to restrain a prisoner in a Scottish prison. The prisoner was found to be in breach of the European Convention on Human Rights over the use of a belt to restrain a prisoner in a Scottish prison.

maintain in February that O levels and CSEs would be merged and that the 'exam' boards were expected to produce agreed national criteria to ensure comparability of standards.

In the new-found climate of cooperation, the GCE boards sent observers for the first time to the regional boards' conference.

But Dr Andrews made it plain that the CSE boards considered themselves very much separate from the GCE boards, with special responsibility for the new 16-plus exam to say about the requirements of the new system.

Clearly HMI and CSE boards agree largely about the importance of curriculum, learning, exam, and not the other way round, and the importance of broadening the range of assessments used and involving teachers in them.

But in some respects Mr Arthur won't further. He thought 'two grades might be better than one in some cases; one grade for the examined part of the course and another for the teacher assessment of skills and competences examination could not test.

The gloomiest report came from the Polytechnic of Central London, which has up to now had an unusually high proportion of overseas students—over 50 per cent of total enrolment. "Last year, we had over 700 full-time and some 1,000 overseas students. This year, we'll be lucky if we go above 500", Mr Malcolm Orr, the registrar, said.

He thought the biggest drop would be in the London area rather than in the provinces. However, even in the institutions arrival of overseas students did not mean fees had been paid in full. Some, such as Bedford College London, still allow payment by instalments, but more and more are insisting on the full year's fees in advance.

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### 'Affronted' union starts boycott campaign of DES teach-ins

by Richard Garner

A campaign to boycott the series of regional meetings organized by the Department of Education to explain the work of schools has been launched by the National Union of Teachers.

Mr Fred Jarvis, the general secretary of the NUT, said the union was angry that the DES had not invited teachers' organizations to send representatives to the meetings and added that he had urged the TUC to back the boycott.

The first of the series of 10 meetings will be held in Birmingham next Monday and will be launched by Mr Mark Carls, the Education Secretary. Representatives of education and industry have been invited to discuss the relevance and implications of current education policies as a preparation for working life.

Mr Jarvis said: "We would have expected to have been invited in the same way as we were invited to participate in 'the great debate'. However, the teacher involvement is to be by hand-picked nominees of the local education authorities. We have sent a very strongly worded letter of protest to Mr Carls and we would expect—under the circumstances—only NUT members selected by their local authority not to attend."

Mr Fred Smithies, assistant secretary of the National Association of Teachers in Further and Higher Education, said his union

of Schoolmasters/Union of Women Teachers, said his union was "affronted" that teachers' organizations had not been invited but would not be boycotting the meetings. "We would hope to get representation through the local authorities," he said.

The DES said that—since there was a limit on numbers at the meetings, and that each meeting opened several local authorities—it had been decided to ask each authority to send four representatives, one elected member, one official and two teachers of whom one should be a head teacher. In addition, there would be a senior industrialist and trade unionist from each area.

The TUC said it would be discussing the situation with the DES. The other meetings will be held in Newcastle-upon-Tyne (November 19), Bradford (December 4), London (January 21), Weybridge (February 18), Peterborough (March 11), Preston (April 2), Harrow (April 23), Manchester (May 14) and Exeter (June 12).

Major items for discussion at the meetings will be examinations policy, the £9 million micro-electronics programme launched by the Government, ways of following up the Pinner report which called for more girls and a higher proportion of the ablest young people of both sexes to take up engineering as a profession, and the school curriculum.

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MACMILLAN EDUCATION

## NEWS

### Pressure builds to cut pensions

by Richard Garner

Pressure is building up among leaders of the Conservative-controlled Association of County Councils to reduce teachers' pensions to take account of the 6 per cent error admitted in the Cloggs committee report on teachers' pay. The Department of Education is now hedging over whether the 4 per cent should be included in assessing teachers' pensions. Up to 32,000 teachers who retire in 1981 and 1982 will be affected. The ACC's policy committee has told the DES that the 4 per cent should not count towards pensions and their decision will be discussed by the full council later this month.

Leaders of the teachers' unions have, however, accused the ACC of "rebeling" on the Burnham agreement and plan to lobby Mr Mark Carls, the Education Secretary. Widow's fight: A campaign for a better pensions deal for teachers widows is being organized by women who feel they have been badly treated by both unions and employers, writes Diana Spencer.

It is being led by Mrs Joy Shaw from Swagby, Leicestershire, whose husband died in January last year when he was 54. He had been head of

a physical education department in a Dartford comprehensive.

Mrs Shaw was shocked to discover that although her husband qualified for full pension rights, she was not entitled to half of it but only to a far lesser amount—£323 a year instead of £1,500.

She was only entitled to this small amount because her husband did not opt to buy benefits to cover previous service in 1968 and again in 1972 when the unions negotiated a better superannuation scheme. Mrs Shaw said it would have been extremely costly to buy into the scheme.

The Inner London Education Authority has decided to make payment a two-year pilot scheme for teachers' early retirement. The ILEA scheme provides that all teachers aged 62 who apply will be automatically entitled to the lump sum they would have got if they had worked till 65. It also provides for special rates of age 50 and above to be considered on their merits for early retirement by the education authority. An ILEA spokesman said that two

pensions scheme now to get retrospective benefits.

She is convinced that teachers are unaware of the hardships women in her position are enduring and what a poor pension deal their unions have negotiated for them. "She won't the unions to fight for retrospective benefits for teachers with pre-1972 service," she said.

A spokesman for the NASS/UTW, the union her husband belonged to, said: "We do not need Mrs Shaw to tell us we had a terrible deal before 1972, but we have been fighting to remedy this since then."

grounds for teachers of 50 and over being granted early retirement include health reasons, or a school merger where the number of posts would be reduced—but each case would be considered on its merits and the effect it would have on the service.

During the two-year ILEA pilot scheme, 552 teachers, a per cent of those aged over 50 in the authority, retired early. The cost of the scheme was about £500 for each teacher. The scheme covers school and FE teachers.

### Colleges should 'be more ruthless with incompetents'

Colleges should be more ruthless in weeding out teachers who fail to make the grade, a union leader says.

Mr. Ted Haxley, chairman of the Association of Masters and Mistresses, said that the Association's legislation and regulatory committee, says his committee feels "there may in some instances be a need for colleges of education and university departments simply to be more ruthless than they sometimes are in counselling potential teachers about the inadvisability of pursuing their chosen careers."

Writing in his union's magazine, Report, he says he appreciates that it is "unpleasant to be cruel," but adds: "There is no kindness in fooling encouragement against heavy discernible odds."

"It is far more humane that a student should be forced to acknowledge unsuitability outside the profession than discover it inside and face the humiliation of re-employment at an earlier stage."

enabling a wasted training effort, or worse, conceal his misgivings from himself and hang on as long as possible, hoping his situation should not be noticed."

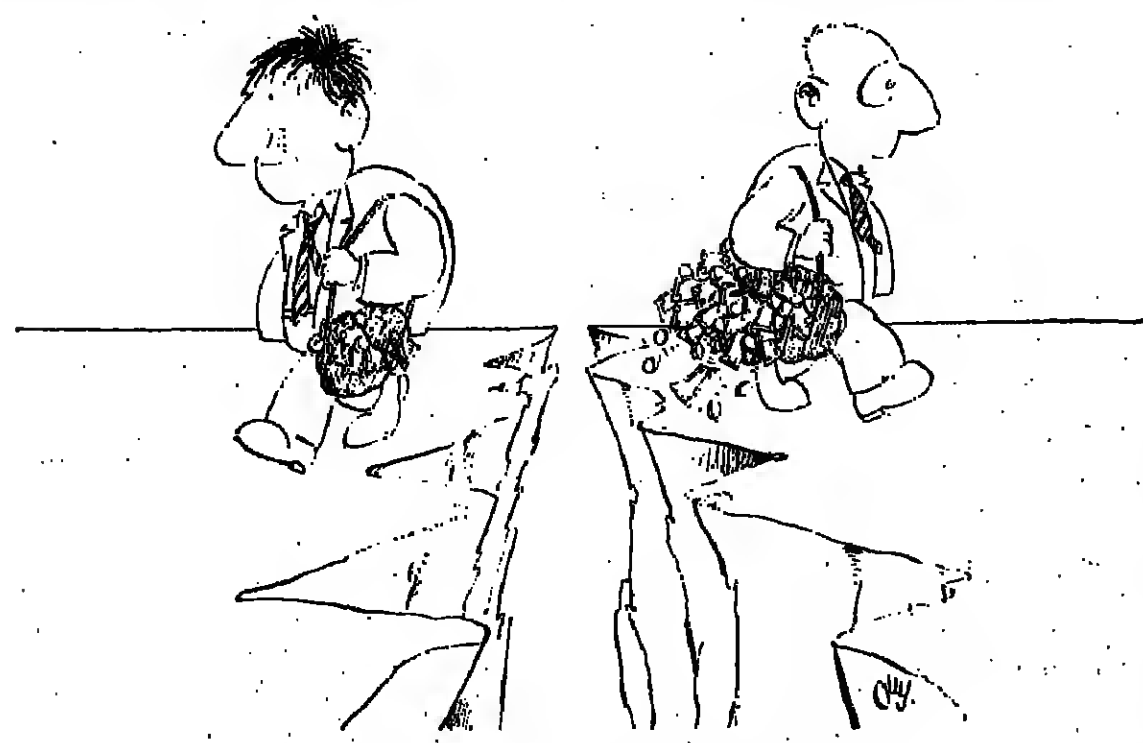
Mr. Haxley also suggests schools should be alerted by the colleges to the weaknesses of those they take on, adding: "Let us face it, in addition to the need for a standardised, detailed assessment of each student, there has been an appointment of school to be alerted to the school's own strengths or weaknesses."

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NEWS



# The money gap

National statistics show stable pupil/teacher ratios but wide disparities in local spending. The table on the right shows local authorities' estimates for 1980-81

by Sarah Bayliss

The average pupil-teacher ratio in schools will neither worsen nor improve next year since the drop in pupil numbers is being matched by cuts in teachers' jobs.

That is one of the general conclusions to be drawn from the wealth of statistical estimates about to be published for the seventh year, running, by the Chartered Institute of Public Finance and Accountancy (CIPFA).

They show that the national average pupil-teacher ratio in secondary schools will be 16.3 to one in January 1981—the same as it was in January 1980. The primary ratio will be 22.4 to one compared with 22.3 this year and the nursery ratio will improve very slightly from 23.5 to one to 23.3.

The number of children in all schools will have dropped by almost 220,000 to about 8.1m and there will be 12,000 fewer teachers, leaving the ratio at about 17.0.

Primary schools will continue to bear the biggest losses and will have 184,000 fewer pupils and 9,500 fewer teachers. Indeed there will be 183 fewer primary schools in existence by next January. More than half the losses and closures will be in the counties, which have less generous staffing levels and, where there are vulnerable villages and rural schools.

While these figures suggest that pupil-teacher ratios are now leveling out, having steadily improved over the past four years, the national picture also disguises wide differences between authorities.

In primary education they range from 16.9 in the Inner London Education Authority to 25.6 in Dudley in the West Midlands. Newham (17.4), Byfleet (17.4), Poyers (18.0), Brent (18.1) and Harrogate (18.3) top the list and are closely followed by other London boroughs and metropolitan districts.

In secondary education the London borough of Brent has the lowest ratio (13.1) followed by Newcastle (14.1), ILEA (14.2), Waltham Forest (14.2), Barking and Waver-

hampton (14.3). The highest ratios are again in the counties with Essex and Somerset topping the list with 17.5, followed by Warwickshire (17.7), Devon (17.6) and Derbyshire (17.5).

The differences between local authorities' pupil-teacher ratios have in fact narrowed since last year when the ILEA could afford the luxury of a 15.2 primary ratio and when the London borough of Brent had a secondary ratio of 12.9. Dudley's primary ratio then was 26.0.

Much wider differences between authorities are revealed by CIPFA's mass of estimates on finance and particularly on capital, which over the years has proved easier to trim than other areas.

Some authorities, notably the ones with the lowest figures, argue that comparisons are unfair since their capital does not include the cost of cleaning materials, postage stamps, telephone bills and so on. In answer to them, CIPFA officials say the column headed "Basic educational and physical education equipment, stationery and materials" does compare like with like. There are other columns in which authorities can quote the cost of cleaning materials and so on.

The book's column reproduced here shows that in primary schools Brent and Inner London spend the most on each child (£29), followed by Harrow (£22), Waltham Forest (£22), and West Glamorgan (£22). The figures for secondary schools are also revealing. Brent and Waltham Forest are again the highest spenders, followed by Harrow, all spending over £20. It is worth pointing out here that CIPFA's figures must be taken with a bigger pinch of salt than usual. They were collected in the spring before the May elections and before Mr Heseltine, the Environment Secretary, launched his mid-year savings campaign to which four of 10 local authorities responded with education cuts. Birmingham, for example, has injected another £2m into education since the Labour election victory. Bradford also went into the reserves, while a supplementary rate, some of which might go back into spending on books.

In secondary schools spending on books and equipment ranges from £58 in ILEA to only £18 per child in Bradford and Trafford. In both school sectors the highest spending authority pays out three times more than the lowest; two years ago the same columns showed the difference then was only twice or two and a half times as much.

The five education authorities which have been included in Mr Heseltine's list for alleged over-spending emerge as higher than average: they are the London boroughs of Brent, Hounslow and Welwyn Hatfield, and Newcastle and Sheffield.

On a geographical basis parents living in Trafford, with Manchester schools just a few streets away, or in Kent with London boroughs on the borders, the difference in spending is just one of many factors to take into account in assessing educational opportunities. In Trafford, for example, the secondary education system is still selective and, as one education officer put it, "There is no evidence that parents would like to cross the tracks."

The book's column printed here gives a fuller picture of what it costs to educate each child with premises, teachers' salaries, fuel and books all taken into account.

CIPFA's figures on specific government grants and Common Market grants reveal that cash for ethnic minority projects (known as "Section 11" money) now stands at more than £32m. The grants which go exclusively on staffing, have doubled in the past four years, representing a real growth of about 20 per cent. Urban aid and partnership grants, with which "Section 11" money is often combined, will total £19m by next January, minus Mr Heseltine's London partnership cut of £3m.

A column representing the Common Market milk subsidy shows grants worth over £8m a decline on last year's figure of nearly £10m. Many authorities have cut back on milk for children and the EEC subsidy has been less attractive since it ceased being a specific grant and was offset against the rate support grant.

	Pupil/teacher ratio		Spending per child on books, educational and PE equipment, stationery and materials		Total cost per child (£)
	Primary	Secondary	Primary	Secondary	
<b>LONDON BOROUGH</b>					
Barking	21.6	14.3	14	27	497
Barnet	20.9	14.7	18	32	484
Bexley	24.2	17.3	15	34	434
Brent	18.1	13.1	29	47	616
Bromley	24.1	16.4	19	31	460
Croydon	22.0	15.0	17	30	481
Ealing	19.9	15.4	21	44	481
Enfield	21.9	16.0	14	29	441
Haringey	18.3	14.6	21	32	630
Harrow	21.7	14.4	22	46	478
Havering	23.8	16.1	16	34	449
Hillingdon	23.6	16.4	16	35	462
Hounslow	21.3	15.4	19	30	506
Kingston upon Thames	22.3	16.2	14	31	453
Merton	23.0	15.4	15	33	500
Newham	17.4	15.0	18	33	471
Redbridge	22.9	16.5	16	31	431
Richmond upon Thames	21.9	15.8	21	40	520
Sutton	24.6	17.3	17	42	478
Waltham Forest	19.9	14.2	22	39	479
Total (20)	21.4	15.5	18	34	496
ILEA	16.9	14.2	29	58	763
<b>METROPOLITAN DISTRICTS</b>					
Greater Manchester					
Bolton	23.7	16.3	16	25	400
Bury	23.7	16.5	17	26	426
Manchester	21.2	15.8	17	26	510
Oldham	22.8	16.9	15	24	411
Rochdale	23.3	14.5	17	28	402
Salford	21.7	15.4	16	34	419
Stockport	24.4	16.9	15	25	392
Tameside	24.4	16.4	14	23	386
Trafford	23.2	16.6	10	18	385
Wigan	22.5	15.8	13	25	398
Merseyside					
Knowsley	22.0	15.3	17	30	455
Liverpool	23.6	16.7	16	30	463
St Helens	23.4	16.3	12	23	395
Sefton	23.2	17.2	12	25	386
Wirral	24.8	16.7	15	22	408
South Yorkshire					
Barnsley	21.2	16.3	18	34	476
Doncaster	21.1	15.8	11	23	418
Rotherham	23.0	17.2	17	24	418
Sheffield	20.7	16.1	21	28	472
Tyne and Wear					
Newcastle	19.6	16.8	18	28	456
North Tyneside	18.6	14.1	14	27	337
South Tyneside	21.2	15.0	17	26	438
Sunderland	21.0	15.3	20	40	585
Widnes	22.0	15.9	16	25	451
West Midlands					
Birmingham	23.0	15.8	10	22	413
Coventry	22.1	16.4	16	22	435
Dudley	25.6	17.2	12	23	365
Sandwell	22.9	16.9	12	23	395
Solihull	23.7	16.2	12	22	388
Walsall	20.9	15.1	18	32	427
Wolverhampton	18.5	14.3	18	30	515
East Yorkshire					
Bradford	19.5	16.1	10	22	461
Calderdale	22.8	17.4	15	22	421
Kirkcaldy	22.6	17.2	13	25	409
Leeds	22.9	16.4	12	22	430
Wakefield	22.1	16.7	15	17	447
Total (36)	22.4	16.0	14	26	434
<b>ENGLISH COUNTIES</b>					
Avon	23.5	16.7	13	25	427
Bedfordshire	22.3	15.6	16	29	418
Berkshire	22.9	16.5	13	27	419
Buckinghamshire	23.8	16.5	16	39	413
Cambridgeshire	23.5	16.2	13	25	408
Cheshire	23.5	16.4	13	27	427
Cleveland	22.7	16.8	17	31	427
Derbyshire	24.1	16.7	16	27	391
Cumbria	22.1	16.5	13	20	433
Derbyshire	23.2	17.5	14	27	408
Devon	22.7	17.6	12	24	405
Doncaster	23.7	16.9	15	24	431
Durham	18.9	16.5	13	21	432
East Sussex	24.3	17.8	13	25	400
Essex	23.0	17.3	14	22	426
Gloucestershire	24.6	16.8	14	27	404
Hampshire	25.0	16.4	12	22	394
Hertfordshire	22.1	15.5	15	29	417
Humberdale	21.6	16.1	14	25	408
Leicestershire	22.4	15.7	16	29	437
Leicestershire	24.1	17.5	17	32	437
Lincolnshire	22.5	16.7	11	24	419
Lincolnshire	25.3	17.2	14	30	438
Northamptonshire	21.2	17.5	18	34	381
Northumberland	23.9	16.5	19	22	439
North Yorkshire	22.5	16.9	16	27	435
Nottinghamshire	22.0	16.3	15	21	411
Oxfordshire	22.4	17.1	18	31	419
Salisbury	22.9	16.8	13	25	425
Gomerset	25.3	17.8	18	32	508
Staffordshire	22.1	16.0	20	29	439
Suffolk	22.2	16.6	12	20	421
Surrey	24.9	18.2	12	28	395
Warrickshire	24.9	17.7	10	26	426
West Sussex	23.4	17.4	15	24	414
Wiltshire	23.1	16.8	14	27	414
Total (39)	23.1	16.8	14	27	414
<b>WELSH COUNTIES</b>					
Ceredigion	23.3	17.0	18	26	436
Dyfed	23.7	17.2	12	28	452
Gwynedd	23.7	16.6	12	24	434
Gwynedd	19.2	16.0	13	23	429
Mid Glamorgan	21.8	16.8	12	27	382
Powys	20.9	16.5	14	27	382
South Glamorgan	22.5	16.2	14	24	412
West Glamorgan	22.8	16.4	22	32	472
Total (8)	21.4	16.6	14	26	412
<b>NATIONAL AGGREGATES</b>					
London (21)	19.8	15.0	23	41	590
Met. Districts (36)	22.4	16.0	14	26	434
Non-Met. Councils (47)	22.9				

NEWS

## Council hopes for block grant windfall

by Sarah Bayliss

Most councilors have postponed their decision on whether to cut a meeting with local MPs and say that the new block grant system of funding will leave them better off next year.

Deputy Mayor Tony Dowse, Conservative chairman of education committee said he had seen a figure but "We have not had a fair deal from the new system of funding local government."

But all the training costs should be met by the employing authority and some should take place entirely during working time.

Mr Dowse-Brennan said that the Government's national grant for a four per cent cut over the next three years would be "a disaster" for education.

He would mean axing £5m off local schools and the loss of 500 teaching jobs.

The Parent-Teacher Association at Chilton Trinity School in Bridgewater wants to raise £10,000 for a second-hand 30-seater coach and for improvements to the school swimming pool.

Mr Anthony Pomeroy, music master and chairman of the PTA said the idea of loans—not forward by parents—meant that money would be returned as children left the school and would come in as new pupils joined.

In the next six years parents have to raise over £4,000 at the school and paid for an outdoor pool to be built.

A neighbouring building society has also offered to pay the school 1 per cent extra interest on every account banked with them by parents at Chilton Trinity. The school is waiting for more details before taking up this offer.

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## In-service burden falls on teachers

by Bert Lodge

Teachers are spending on average over £100 a year each of their own money on in-service training with nearly 99 per cent of it taking place in their own time, the National Association of Schoolmasters/Union of Women Teachers said this week.

It warned local authorities against abusing the idea of school-focused training at the same time calling for them to be more insistent that teachers go on courses.

But all the training costs should be met by the employing authority and some should take place entirely during working time.

Mr Dowse-Brennan said that the Government's national grant for a four per cent cut over the next three years would be "a disaster" for education.

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## OVERSEAS NEWS

South Africa

# Closures set back plans for black pupils

by John Kane-Berman

**JOHANNESBURG** Almost 80 African schools have been closed indefinitely in a move which is likely to set back the South African Government's aim of introducing free and compulsory education for Africans.

One of the areas where higher primary and secondary schools have been closed "indefinitely" is Port Elizabeth, which officials have previously indicated would probably be the first area where education is made compulsory—the Government intends to introduce the changes region by region, depending on progress made in training teachers and eliminating the shortage of school buildings.

Three new schools and 98 additional classrooms were being planned for the city's black township, and the authorities were confident that they would soon be able to end the shift system under which two schools make use of the same school buildings.

But the Minister of Education and Training, Dr Ferdinand Hartzenberg, has now announced that teachers in schools which have been closed will be transferred elsewhere and building programmes "reconsidered".

Dr Hartzenberg's decision to close the schools follows the failure of boycotting pupils to obey an ultimatum to return to class. Most of the schools closed are in the eastern

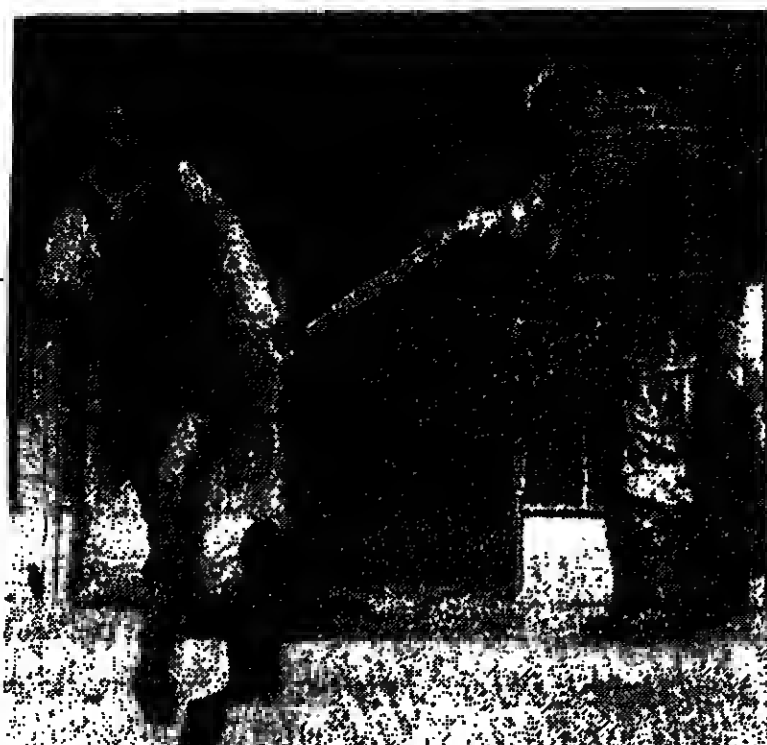
Cape Province, with others in Bluewinneir and Soweto, Johannesburg's black shadow city. Almost 60,000 pupils are affected by the closures.

The exasperation of the Department of Education and Training with the boycotters is perhaps understandable. The earlier boycott by mixed-race pupils ended some weeks ago, following promises of attention to their grievances and tough police action. Dr Hartzenberg's department also can point to much more vigorous attempts it has been making since the Soweto riots in 1976 to improve conditions in African education.

The budget has increased from 27m rand (£15m) in 1972/73 to 249m rand (£138m) in the current financial year, while the gap in state per capita spending between white and African schoolchildren has been narrowed from 18 to 1 to half that. The discrimination in pay between white and black schoolteachers has also been reduced, though not yet eliminated.

Most important of all, the Government has agreed to pay the building costs of black schools in the "white" areas instead of financing them by direct levies on township householders, as in the past.

Why then the boycott? First, pupils argue, it is only because of earlier protests and disturbances that improvements are being introduced. Secondly, pupils



School boys, Soweto style. A riot policeman chases a girl out of a private house during a recent pupil demonstration.

are angry at continuing police activity against their spokesmen. Thirdly, the problem is political as well as educational.

Essentially, the pupils' demand is not for improvements within the present segregated system of education, with separate government departments for white, coloured, Indian and African education.

As a deputation of black leaders told Dr Hartzenberg in Pretoria this month, the demand is for a single, completely non-racial education system.

"Bantu education" was introduced in the early 1950s with the openly expressed intention of training black children for labouring jobs only, and it is clear that they will never believe the Government's claims to have abandoned that philosophy until the separate system has been abolished.

In announcing an official investigation into the country's entire

United Nations

## Peace, civil rights—and protection

by Hilary Wile

Teachers who use United Nations materials to teach about issues such as disarmament, development, or who seriously implement United Nations documents such as the Universal Declaration on Education for All, are in a minority.

Giving evidence to a Notions group of experts on the relationship between disarmament and development, John Thompson, secretary of the World Confederation of Organizations of the Teaching Profession, suggested that the use of such protection should be seriously considered by the Nations.

He pointed out that girls' movements inevitably make money for social services. One of the tasks could be to encourage the development of classrooms, while the World Organization's campaign for eradication of smallpox is more than one strategic battle.

At the time of the 1975 summit of the United Nations, the Secretary-General, Mr. Javier Pérez Cuellar, said that the state-sponsored Human Sciences Research Council, which is to conduct the inquiry, is not the right body to do it. Like white teacher organizations, ATASA wants an independent judicial commission of inquiry instead.

Unless the authorities agree to this, disturbances in black schools are likely to continue.

United States

## Urgent action needed to halt rapid decline in humanities

by Clive Cookson WASHINGTON

The humanities are in serious decline throughout American life, but particularly in the educational system and above all in the schools. That is the depressing conclusion of the Commission on the Humanities in its final report this week.

"A dramatic improvement in the quality of education in our elementary and secondary schools is the highest educational priority for America in the 1980s," says the commission, whose 32 members included university and college professors, politicians and eminent scholars. Its chairman was Richard Lyman, former president of Stanford University and now president of the Rockefeller Foundation, which funded the two-year study.

Americans talk about "the humanities" far more than Britons, and they tend to mean not only the subjects often called "the arts", by which educators—languages, literature, history and philosophy—but also a "humanistic" attitude to life. It is extremely difficult to define. The Lyman report fails to produce an adequate definition, though it comes close when it talks of "the disciplined development of verbal, perceptual and imaginative skills needed to understand experience."

The report, *The Humanities in American Life* (published by the University of California Press at \$12.95), ranges widely over its subject. From the financial requirements of museums to the problems of academic publishing. But the greatest attention is focused on the "general deterioration" of elementary and secondary education. The commission found itself worried by the deficiencies of

American schools that its report goes beyond the teaching of humanities to talk about the damage done by reduced homework, too easy textbooks, truancy, even drugs and violence.

For its call for more rigorous academic standards, the Lyman Commission takes an essentially conservative line. But the report calls the back-to-basics movement a "mixed blessing" for the humanities.

"Improving the reading and writing skills of students is the best of all a foundation for study in the humanities," it says. "But wherever basic education concentrates exclusively on the three Rs or whenever academic achievement is reduced to what can be measured by standardized testing, the humanities are likely to be misunderstood as expendable skills. The notion that the humanities improve the mind, nurture the spirit, and inform moral and civic choices can be all but lost in the rush back to basics."

Therefore the report calls on schools to establish the humanities as a priority in their curriculum and to recover the ground lost over the last decade by English, history and foreign languages. The Lyman Commission was particularly shocked by the fact that only 15 per cent of all American high school pupils now study a foreign language and 2 per cent do so for more than two years.

The report is more than a long lamentation of decline, however. There are plenty of constructive suggestions and examples of successful humanities programmes. For instance the language transfer project in Los Angeles trains teachers to use Latin dialogues, readings and songs that have been designed to develop pupils' linguistic and cultural awareness. Through Latin

roots, the children expand their English vocabulary and begin to recognize the relationship between Latin, English and Spanish, the native tongue of many pupils in the city.

Schools have not received an adequate share of government financial support for the humanities, according to the report. The National Endowment for the Humanities (NEH), which Congress established in 1965 following a recommendation of the previous commission of the humanities, has neglected elementary and secondary education, because it tends to "feel helpless about the schools' problems."

The new Department of Education could give the humanities on enormous boost by devoting more time and resources to the problem of quality, especially in the secondary schools, than the Office of Education has done over the past 15 years. In particular, the commission urges the department to define "excellence" as a basic skill, whose improvement could then be funded by federal programmes designed to improve reading and writing skills.

In colleges and universities, the report calls for a reaffirmation of the old ideal of a "liberal education" for undergraduates. It should give a broad understanding of human culture, especially western civilization, instead of the chaotic tangle of overspecialized humanities courses offered by many institutions today.

At the postgraduate level, institutions are told to face up to the severe shortage of jobs for humanities PhDs. The commission says "graduate programmes in the humanities that cannot offer students reasonable prospects of employment, academic or non-academic, should be abolished."

Australia

## Campaigners cold shoulder education

by Bill Purvis

**SYDNEY** Australian voters go to the polls on Saturday after a short election campaign in which education has been almost entirely ignored.

The public needed to read the manifesto of both major parties up and out what they thought about education. The Government's campaign was a budget report which its education spokesman, Mr. John Gorton, said was a "real" manifesto. The Prime Minister, Mr. Malcolm Fraser, proposed only money for private schools, for the education of the handicapped, and for assistance to pupils in remote

areas and for university research. The opposition Labour Party pledged an increase of \$100m (£50m) a year for the next three years in the education budget, to be spent in the areas of pre-school, primary and secondary education, and to create 100,000 new jobs, half of them for young people.

The leader of the Australian Democrats, Senator Don Chipp, promised to decentralize education, broaden the curriculum and supply more ancillary staff to schools.

However the party is unlikely to win any seats in the lower house, although the half a dozen seats it is expected to win in the 64-strong upper house will give it the balance of power in the Senate.

The Australian Teachers' Federation said that voters believed education to be more important than either the politicians or the media thought they did. It reported a high level of feedback from its own current national campaign emphasizing the need to develop education.

However the election campaign as a whole was low key, with the main thrust on economic questions and the usual occasional bout of verbal abuse endemic to Australian politics.

Opinion polls a week before the election gave the Labour Party a narrow lead over the Liberal-National Country Party coalition which has been in office since 1975.

Greece

## Revolution sweeps out exams

by Sheila Walsh

**ATHENS** The Greek educational system began the new scholastic year with sweeping reforms in primary and secondary education designed to shift the emphasis from examinations to day-to-day classroom work.

In the years of primary school, the system will be replaced by a range of "very good", "good", and "average" pupils. Pupils will be regularly attended classes will be automatically sent on to the next year with his or her group.

The system requiring less than 100 pupils to repeat the year will be abolished. The system of repeating the year will be abolished. The system of repeating the year will be abolished.

In the first three years of secondary school, which complete the compulsory nine years of compulsory education, and of year examinations will be abolished and pupils will be judged on their progress at the end of the three-year upper

secondary schools will be based on the average of entry examination marks and the previous year's performance. Repetition examinations will be held in June instead of September in order not to deprive the children of their summer holidays.

Another significant measure announced by the Ministry of Education is a plan to improve the availability of education in rural areas. Fully equipped and staffed school centres for an area will be established and the state will subsidize the cost of the children from surrounding villages. The centres will be piloted so that secondary schools can be added to the primary schools as the need arises.

## Correction

An error crept into a report on Swedish spending cuts, which appeared in the TES on September 26. The proposed education cuts are only part of a £3.5bn kroner package of savings suggested by the Government.

## M. le professeur examines his salary

Professor Clague's successors will need to make a few more mistakes in pay calculations before graduate teachers in this country can enjoy similar rewards to their colleagues across the Channel.

For although the pay of a teacher in France, superficially resembles that of a teacher in England, there are significant differences, both in salary calculations and in conditions of service.

There are four main categories of teacher: the *instituteur* (primary teacher), the *professeur d'enseignement général de collège* (lower-secondary teacher) and two categories of specialist secondary teacher: the *agréé* and the *agregé* who are university trained. All four categories pass up through 11 incremental points during their professional careers.

A teacher's rate of progress through the points may be speeded up or slowed down according to the

### Michael Hoafford on how French graduate teachers get a better deal than their English colleagues

rating gained on inspection. The best teachers will move up a point about every two years; the weakest about every three years; and all will have reached point 11 for their category of teacher after a maximum of 30 years teaching.

Knowing a teacher's category and point on the incremental scale, one can calculate his gross basic salary by reading the appropriate index number of a published scale which at present runs from 254 (instituteur in training at point 1) to 810 (agregé at point 11). This index number has a certain value (in French francs) which is adjusted annually, the figure for 1980 being 153,46 (£33.35).

Thus the young instituteur while in training will receive a gross annual salary of 254 x 153.46 = £38,978.84 per annum. £3,248.24 a month. In contrast the *agregé* at point 11 will receive 810 x 153.46 = £124,302.60 per annum, or £10,358.55 a month.

A French teacher can look forward to receiving a number of allowances. Foremost among these is a residential subsidy which ranges from 4 per cent (rural areas) to 7 per cent (Paris and large urban areas). Over the years those percentages are being reduced and as far as possible, incorporated into the basic salary.

Other subsidies include an annual lump sum payment to all teachers, the amount of which depends on category but which averages out at about £150, and a £23 monthly travel allowance for teachers in the Paris region.

Teachers with children also receive a child allowance which, after the first child, consists not only of a "fixed" sum but also a percentage.

In France, teachers are expected to teach for a fixed and definite number of hours a week according to their category. Instituteurs, 27 hours; collèges, 30 hours; *agregés*, 36 hours; and *agregés* are paid extra for any hours spent in the classroom beyond this.

Thus the *agregé* will receive £124.44 for each additional hour and the *agregé* £186.59. A couple of extra lessons a week given over the year, doing the extra hour per week, will add to the teacher's salary sum to a considerable amount.

One will gather from all this that graduate teachers in particular are paid well in France. An *agregé* with two children, at incremental point 11 (i.e. about half way up the Paris doing the extra hour per week) and who is a professor principal will earn an annual pre-tax salary of nearly £35,000 (£9,500 at the present rate of exchange). A similarly placed *agregé* would expect to earn about £73,000 (just over £7,300).

Michael Hoafford is a lecturer at the department of education, University of Cambridge.

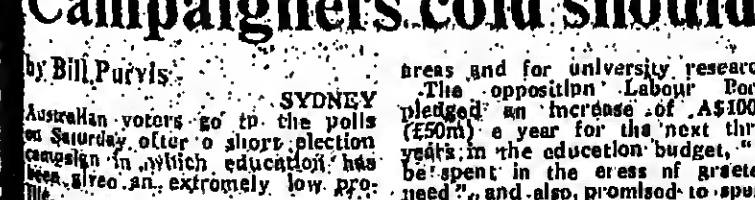


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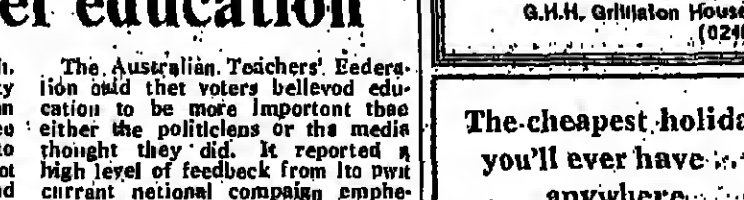


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## LETTERS

## No ulterior motive in data protection

Sir,—I am writing to make one or two pertinent points and comments in the hope of correcting some of the opinions reported in the article "Researchers accused of devious findings" in *The TES* (September 19) and "Children's bureau still refuse to give data, researchers claim" (September 26) and other recent press reports on the same topic. As an educational researcher independent of the National Children's Bureau (NCB) I have in the past been given access to the National Child Development Study (NCDS) data to carry out a number of investigations and therefore speak from relevant experience.

It is true that a copy of most of the NCDS raw data is held in the SSRC Survey Archive at the University of Essex and that this data cannot be released to individuals without the permission of the NCB. This regulation, however, has no more ulterior motive than the obligation of the NCB to protect the privacy of the 18,000 or so individuals and their families from whom data has been collected over the last 22 years. Every authorized user of the data is required to sign an undertaking to protect this

privacy and to submit copies of their work to the NCB before publication—not for any ideological or political censorship but simply to ensure individual privacy, accuracy and the maintenance of the high standards and reputation of the NCB and those associated with it.

If access to the raw data in the SSRC Survey Archive were granted to the Centre for Policy Studies I believe their research workers would not find the simple and quick answers which they appear to be seeking. With in excess of 18,000 cases with most having more than 3,000 variables it is not feasible under normal circumstances for the SSRC to provide individuals with complete data sets and it is more useful for prospective investigators to make a careful selection of the data they need and this is then incorporated on computer tape into an individual data subset, for which they accept responsibility. This selection process poses an in-depth familiarity with the NCDS data and methodology and careful study of earlier investigations and reports. A casual enquirer would find it extremely difficult to acquire this background quickly.

From detailed knowledge of the work of the NCDS over a number

of years and in particular that of Ken Fugelman and other members of his team I find it impossible to believe that they would have "doctored evidence" to suit their political beliefs could his substantiated and examples produced. They are individuals of the highest professional integrity who do not allow their various personal views to obscure their objectivity and they have in my experience always been open and helpful. The NCB and the organizations and individuals associated with them reflect the whole spectrum of political beliefs and it is interesting to note that much of their funding, both for data collection and subsequent analysis for reports, is provided by the DES and other government bodies and this has been the case over many years irrespective of the political party in power.

No one disputes the right of Mrs Caroline Spurgeon, MP, to question the research findings of this particular study of compulsory schooling and its organization. What is most worrying is their reported allegations against the NCB without the data to back their claims.

From detailed knowledge of the work of the NCDS over a number



"As a school bully, Hubbard is strictly fourth division."

## How cuts harm integration

Sir,—While Mary Warnock is undoubtedly right (*The TES*, extra, September 26) to be pleased at the Government's endorsement of basic Warnock Committee sentiments, I am equally sure that her unguarded optimism is ill-founded. To say that "the new legislation combined with the new spirit abroad in the educational world can go a long way towards compensating for lack of money" seems totally unrealistic. As an educational psychologist involved in the process of identifying needs and advising teachers on devising special programmes to meet them, I am already aware of a trend developing at grass roots level, which totally negates Warnock.

Local authority spending cuts are now paying school staffs levels below the bone. Without this so-called luxuries of floating teachers, extra endowments and visiting specialists, the ability of schools to cater for the child with special needs is being significantly impeded. This one is faced with the invidious choice between leaving a child in the ordinary school, with little if any chance of specialist help, or transferring him to the relative bounty of the special school.

Increasingly, crying Headteachers and informed parents, while being fully aware of the onerous disadvantages of segregation, restricted curriculum and social stigma, are opting for the latter: while special schools, concerned too about falling

rolls, are eager to accept all in need. As Government cut the number of schools, the trend towards special schools is likely to grow, hence much educationalists believe in the theory of integration.

Not only are proportionally more children likely to transfer to special schools, but since there is a less likely to return to the ordinary system, even if the system improves. To take Peter Large's point in the "Extra", a recorded child will remain in his school life to expect a Headteacher to take such a child, with the responsibilities, is likely to be even fewer returning than present, when a child's school past can, to all intents and purposes be forgotten and full integration achieved. Unless some form of special schooling with recording is devised, the present legislation could in fact hinder integration instead of facilitating it.

In conclusion, I feel that it is pertinent to note the interest of the private sector in the handicapped (HMC, for example) and the Government's assisted places scheme to include those children whose parents wish them to have the benefits of small class and high standards without the cost to be recorded. STEPHANIE LORENZ, 16 Wesley Road, Worcester, Manchester.

## Special needs will remain

Sir,—I was interested in Mary Warnock's comments (*The TES*, October 9) on the abolition of statutory categories of handicaps proposed in the White Paper, *Special Needs in Education*.

I think everyone must agree that this is a sensible proposal but in practice it will hardly be a far-reaching one. Children's needs are complex and children cannot simply be divided into one of 10 categories. In practice, though, the assumption that they need be. As a psychologist, I do not have to agonize over whether a child is maladjusted or ESN(M) in order to help place him in an appropriate school.

Just as children differ, so do schools differ in terms of the children they can help. If a child has behavioural and learning problems, our task is to find the particular school which can deal best with all his problems and his teachers, what we call him. Although we are not hampered by categories of handicap it is right that they should

be abolished but in abolishing the law will simply be replacing with present assessment and placement practices.

Mary Warnock argues that the proposal will close the gap between special and ordinary teachers. It cannot, for how slowly changing this low and abolishing categories of handicap will do this. The psychologist does not need to decide "whether a child is ESN(M) or just a child with a special need" but rather to decide to which time special schooling or help he can best be placed.

The gap between special and ordinary teachers might be closed other ways, perhaps if ordinary schools were helped and encouraged to take on more children with special problems but that is another matter.

D. E. THOMSON, 1 Westover, Thurbury, Cheshire.

## Exploited in the name of equality?

Sir,—After 44 years, Rita acquires a woman teacher, a token female on the fringe show, outside the discussion. Not only a woman but a foreigner, not just a foreigner but a French teacher. Just think of the world of fantasy opening to the young eternals' heads. Rita now has its very own sex object.

In the face of such publicity, one wonders whether the establishment is going comprehensive that Rita needs to advertise. Hardly likely, is Rita then making a very public statement about equal opportunities or a very chauvinistic one about the fact that women should be kept in their place: male fantasies? So far,

not a word of protest anywhere and no sign of outrage from the Eton PR or the rather sick jokes the press is making of Miss Vogel's expense either. Of course, Miss Vogel herself cannot protest for freedom of speech does not apply to her. Rita's forte: interviewed on *News at Ten*, she was asked whether she was a feminist and, as she opened her mouth, some kind of chaparral interrupted: "she cannot answer this question!"—used one day more?

As a French female teacher, I find the whole thing very amusing. The whole thing of this campaign can only depress the public image of what was a rather grand if unflattering cultural institution. How can a school that openly shows so

little respect for the individual educate one's children? Miss Vogel, who must be a trained and gentle young lady to have got into Eton, is being used as a sex object in popular evening papers. I am now having waiting lists for only the odd course to be done.

The moral is: principals, both full and part-time, must be dynamic. They must never headbutt, must educate, advise, guide, support and encourage. They must be seen to be doing so. DANIEL LARUELLE, 7 Cedla Park, Crouch End, London N8.

## LETTERS

## Colour prejudice is not a plot but a cultural outlook

Sir,—The Society of Immigrant Teachers alleges discrimination against black teachers. Indeed the teacher visited 19 times on probation would not have received so much time and attention had he not been an immigrant. A British teacher would doubtless have been advised to resign or have been warned of termination of probation long before 19 visits.

G. G. PARTINGTON, Flinders University of South Australia, Bedford Park, SA 5042, Australia.

Sir,—The work of the Society of Immigrant Teachers is important for the whole UK teaching profession in promoting fairer and trust in the system of appointment and promotion. The society needs active support because the campaign is to be waged in the most difficult area of all, that of bringing about change in human relationships and attitudes.

My own experience as a teacher in England and Wales confirms the suspicions of the society. In 1972 a board of governors in Clwyd refused to appoint a coloured teacher to a senior remedial post because it was felt (so it was whispered confidently) that his appointment might cause problems. The school in question was a progressive headmaster who had invited the coloured teacher to apply because of his outstanding qualifications and experience, and the Governors were

knowledge have immigrant teachers been given such favourable treatment. Indeed the teacher visited 19 times on probation would not have received so much time and attention had he not been an immigrant. A British teacher would doubtless have been advised to resign or have been warned of termination of probation long before 19 visits.

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Could I prove colour prejudice? Of course not! Similarly the charges made by the society in *The TES* (October 3) could easily be brushed aside by any overzealous school governor or authority official. Technically a period of probation will properly allow any number of visits as a supply teacher. There are native white teachers too, who will be visited quite a few times during probation if there is any doubt about them. Social priority schools do not attract native white teachers during periods of full employment, and they rely heavily on coloured supply teachers. And the lost intimidating thrust is to suggest that one's relative incompetence is accompanied by a chip on the shoulder.

But it is a complex problem. There is no plot against coloured teachers. Some occupy high positions in the teaching world. The problem is one of traditional outlook. The teaching profession is for

the most part extremely limited in its cultural experience. Classroom teachers and administrators at every level are for the most part neither outgoing nor open in their relationships, especially with strangers from other races. Unconsciously they believe that coloured people are late developers and not really well fitted for appointment as teachers and certainly not for promotion to senior positions.

What is needed is a system in which appointments and promotions can be improved in such a way that teachers can be confident of justice and fair-play for all. However, since there may be internal rivalries and even jealousy, and since people in authority will wait to play safe, the right person may still not get the job, solely because of his colour.

Perhaps it is high time to appoint an ombudsman for this teaching profession as well, somebody completely impartial and independent and somebody who can be approached on an informal basis for advice as well as with a formal complaint about unfair treatment. One would hope that he would never have to adjudicate in a formal dispute, and that his very existence would be a signal for the people concerned to think carefully and play fair in matters of appointment and promotion.

R. A. GERMAN, 22 Springfield Avenue, Hempton, Middlesex.

## BED in Oxfordshire

Sir,—The article by Bart Lodge of September 19 included a table which suggested that there was no in-service BEd degree in Oxfordshire. The Faculty of Educational Studies at Oxford Polytechnic not only runs part-time honours and BEd degrees, but also offers a postgraduate diploma in education for teachers specialising in teaching the hearing-impaired, and a postgraduate diploma in education for children with special needs and further education, as well as a postgraduate certificate in education. Apart from the fully bachelordial degrees there are plans to extend the in-service provision in a number of ways.

I trust that this corrects the impression given by the article. C. I. CULLINGFORD, Faculty of Educational Studies, Oxford Polytechnic.

## Dynamic principals

Sir,—I am a part-time principal of an adult education centre and I am heartily sick of reading about the failure of adult education in so called working class areas.

Whose fault is this? The answer is the principals of adult education, why blame them? The answer is they are not dynamic enough in persuading people to come to the courses. How is this done? The answer is advertising. Where do centres advertise? The answer is the local paper. This leads to failure.

I relied on this method and closed my centre. I decided to advertise with the blessing of my organisers. I visited every Labour Club, Conservative Club, Catholic Club and Miners Club in my area and spent 10 minutes in each. I was given places to talk times on popular evenings. The result is I now have waiting lists for only the odd course to be done.

The moral is: principals, both full and part-time, must be dynamic. They must never headbutt, must educate, advise, guide, support and encourage. They must be seen to be doing so. DANIEL LARUELLE, 7 Cedla Park, Crouch End, London N8.

## Graded tests—just more paper or language breakthrough?

Sir,—Could I try to set Bob Doe's mind at rest, although he does sometimes seem determined to find a grey cloud to go with any silver lining (*The TES*, October 3), as the HMC report on the teaching of foreign languages shows (September 29), the sad thing that modern language departments have to face is overcrowding in examination classes!

Certainly, none of the schools involved in the Schools Council project to evaluate graded tests even suggested that increased numbers opting to continue with a foreign language presented any problems. Bob Doe is quite wrong to suggest that the report says this.

Indeed, increased numbers of pupils pursuing a five year foreign language course not only make better use of the teachers available but also represent the most effective first step towards producing an increased supply of foreign language teachers.

It would be a shame if Bob Doe's imagined fears were allowed to disguise the fact that the results of the Schools Council project indicate that graded objectives and tests have, at last, made foreign language learning an enjoyable and successful effort for the large majority of our pupils.

MICHAEL BUCKLEY, Director, Schools Council Project to Evaluate Graded Tests, Language Teaching Centre, University of York.

Sir,—Bob Doe's report on graded tests in French and your comment on this subject summed up with their emphasis of the desirability of offering regular "rewards" in the form of inflationary places of paper to language learners in our schools. One is forced to conclude after reading these articles, that language courses in certain local authority areas are now becoming a thing of the past. In other words these courses are being regarded as "successful" because a method of seeing how at last been found that does not expose language teaching in our secondary schools for what it is: a failure.

In neither article do we read that teachers in schools which use these tests have to do any more than write French, but merely to see a certain publication on the part of the writers of the article that language teachers will soon be able to issue certificates, medals, which

in this past, they have not been in a position to do because of pupil underachievement.

Bob Doe writes: "In the York area, level 4 (in the new tests) means pupils a CSE pass." What on earth is a CSE pass? If it is supposed to be the lowest recordable grade in CSE, it is grade 5, then they must be awarding the lower level certificates to any candidate who bothers to turn up for the test. Condemn my last statement as unacceptable cynicism if you like, but the fact remains that in an education system that is becoming more and more dysfunctional, the qualifications for their own sake.

I am surprised to find in *The TES* such a warm welcome extended to even more pieces of paper, whose issue must reward a very low level of achievement indeed.

It seems to me that we are burying our heads in the sand and the teaching of foreign languages in our schools. Learning to speak a foreign language is difficult because, apart from the two or three hours class contact time per week, pupils have virtually no opportunity to use the language. Now, if we assume that few language teachers are in the habit of speaking a lot of French (or German or whatever) in the classroom, then it is easy to see that the low-ability, low-motivated pupil does not stand the slightest chance of grasping enough of the foreign language to be able to communicate meaningfully.

In my experience of teaching languages in three countries, I have found that most success is achieved in the German grammar school where teachers and pupils teach foreign languages through the medium of the language itself in schools which keep their pupils from the age of 11 to 18.

If we want to make a real success of language teaching in our schools, we must have teachers who themselves possess a high standard of oral fluency in the language, and who are prepared to talk to and talk with their pupils in the foreign language as much and as often as is practicable.

## In-service rewards

Sir,—Although I welcome any research connected with in-service education, I found your report of the recent survey by the Assistant Masters and Mistresses Association (September 12) rather disconcerting.

Fairly close study of the development of in-service education at this college during the past five years, although admittedly no more valid on a national scale than the AMMA findings, has produced a rather different picture.

Although most teachers would not doubt prefer a part-time full-time study, this does not seem to prevent them from enrolling for part-time courses of lengthy duration. Not all teachers who successfully complete awarding courses are lucky enough to receive extra incentives, but many do.

Some of our courses as many as one third of the members have gained promotions quickly in this way. These include secondary and special school headships, a lectureship in a college of higher education, a considerable number of deputy headships, heads of department and heads of the staff of a court and numerous other posts.

Furthermore, I am not convinced that lengthy in-service education is necessarily more attractive to non-teaching members of one way. Our DASE courses, which include graduate studies including a MA, G. FENWICK, Senior Tutor, In-Service Education, City of Liverpool College of Higher Education.

## Why pay more?

Sir,—Can anyone explain to me why educational administrators believe that they should, in the natural order of things, be paid relatively more than teachers?

Surely to draw a military analogy, these "folled teachers" are in support of the "tooth and nail" superior to it.

I should very much like to hear a reasoned explanation. G. E. H. BEARD (M.A.), North Yorkshire.

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## Entertainments

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## Sports Diary

Vaulting ambitions  
on the ropes

by Don Anthony

It is nearly 100 years since Madame Osterberg came from Sweden to London to introduce Ling's gymnastics to schools. Not only did she revolutionize physical education in Britain, but she created the first women's college of physical education offering a full-time course of study. It was not long before the graduates of this, and the other specialist colleges which developed, formed a professional organization—now the Physical Education Association of Great Britain and Northern Ireland (the PEA).

At the time of its formation there were no professional courses for men. The male side of the "PE business" was left to ex-forces instructors, a few enthusiasts who had attended short courses in Scandinavia, and a motley crew who had picked up what they could from generalized teacher training courses. A growth to the appointment of local authority organizers led to the formation of the BAOLPE, which is now the British Association of Advisers in Physical Education (BAALPE).

With another mushrooming, after the Second World War, of colleges of education, there arose the Physical Education section of the Association of Teachers in Colleges and Departments of Education—those responsible for training teachers (ATCDE). With the more recent exercises to higher education euphemistically called "retooling" the ATCDE joined with Teachers in Further Education to form the National Association of Teachers in Further and Higher Education.

This body, NATFHE, has continued the "Physical Education section". Meanwhile, there has been a proliferation of specialist interest bodies. The universities, the polytechnics, the further education colleges, the public schools, all have their "associations", some regions, like the North West, have lively organizations. Local advisers and inspectors organize seminars and in-service courses. The Schools Council has a physical education committee and their is a team of HMI's responsible for physical education in schools. The Scottish Council of Physical Education stands separately.

In 1969 the PEA, responding to a powerful feeling among physical education teachers initiated a meeting of itself with the ATCDE and the BAOLPE, with a view to establishing one body for the whole country. In 1972 a constitution for a proposed British Council of Physical Education (BCPE) was drawn up, and one year later the new body became operational. The founder bodies agreed not to meddle in matters within their own domestic jurisdiction, but the BCPE's terms of reference were: to be a consultative committee for the purpose of discussing physical education matters of mutual professional interest.

Ten years on we are able to evaluate the situation again. There have been some valuable conferences and in-service courses; there have been official pronouncements on curriculum policy in schools; a joint committee, with the Sports Council, has been established to exchange ideas and experience concerning matters affecting the development of sport for the whole community.

However, I ask myself the following questions: Has the new council helped essentially to reinforce a sense of identity, and awareness

of a professional role, among practising teachers of physical education? Has it made the search for information more easy? Does it compare with counterpart professional bodies in other professions—the medical profession, for example?

I conclude as follows: The physical education profession still lacks a cohesion and a driving commitment comparable with that demonstrated by the wonderful ladies at the turn of the century; the council, and its constituent bodies, have proved powerless to stem the tendency to freeze, or even decrease, the actual time allocations for physical education in schools; there is still a long way to go in the matter of clarifying objectives and methods of teaching.

The different bodies continue to publish journals representing their "separate" identities; they continue to organize separate conferences and courses. There has been an inadequate response to the need for a better coordination in these matters and, in my opinion, a failure to publish one authoritative, annual, source book which attempts to bring together all that is new and stimulating in the profession, nationally and internationally.

If one compares the function of the British Medical Association one cannot but be disappointed. A powerful body like this does not only protect the interests of its members but controls, largely, the professional training and practice. It would appear that a fully operational BCPE would need to get involved in this area, if only to "clarify" the enormous number of initial teacher training courses which now exist. Not only are there BEds, BA's, and BSc's, together with higher degrees, but there are still post-graduate courses for PE specialists, postgraduate courses for "sport science" specialists, and possibly other varieties in the University and CNA pipelines.

Last summer the President of the PEA, John Kane, hit the nub of the matter when he said: "Our members would like to see the strength as a profession would be saved best by speaking with one reasonably coherent voice, especially when issues of vital educational importance are being debated. At the moment it is not always clear to the control and local government planners where they should see the real voice of the PE profession".

The Honorary Secretary of the BCPE, Nicholas Parry, applauds Kane's initiative. He says: "If he succeeds, and we all wish him well, it will be a great day for physical education because at last we will be able to present a united front, to discuss our own strengths and weaknesses of the BCPE as a constituted body, the lack of executive muscle owing to the reference-back to parent organizations' mechanism, and the absence of a professional secretariat".

Kane concludes that the PEA, as the oldest and most strongly



established, with its paid secretariat, its financial situation, and its membership more than 6,000 should embrace all specialized groups and factions for the purpose of sending the strongest advice to physical education. He sees negotiations as difficult, but all concerned to come together in a way "that makes sense educationally, economically and politically".

There can be few physical educationists who would quarrel with the view that there will be some common ground, including the PEA, to make a significant change in structure and style. There is a new sense of the importance of health. Encouragement is given to "human potential" projects in the past 10 years signalled the potential role of physical education teachers in fields of relaxation, breathing, knowledge, therapy in leisure, and postural re-education. The physical educationist can no longer be a community functionary every important as the traditional role.

Unless the leaders of the national factions can come together in a spirit of good will, unless the physical educationists can accept that they consider permanent change, in-story, in-service training, in-school training, along with their pitiful physical education periods at birth and all the rest, the potential of modern physical education will be abandoned to the market.

Don Anthony is Principal Lecturer in Physical Education, Aston College, and Director of the International Sports Education Centre, Birmingham. He is also Chairman of the Olympic Sub-Committee of the Olympic Association.

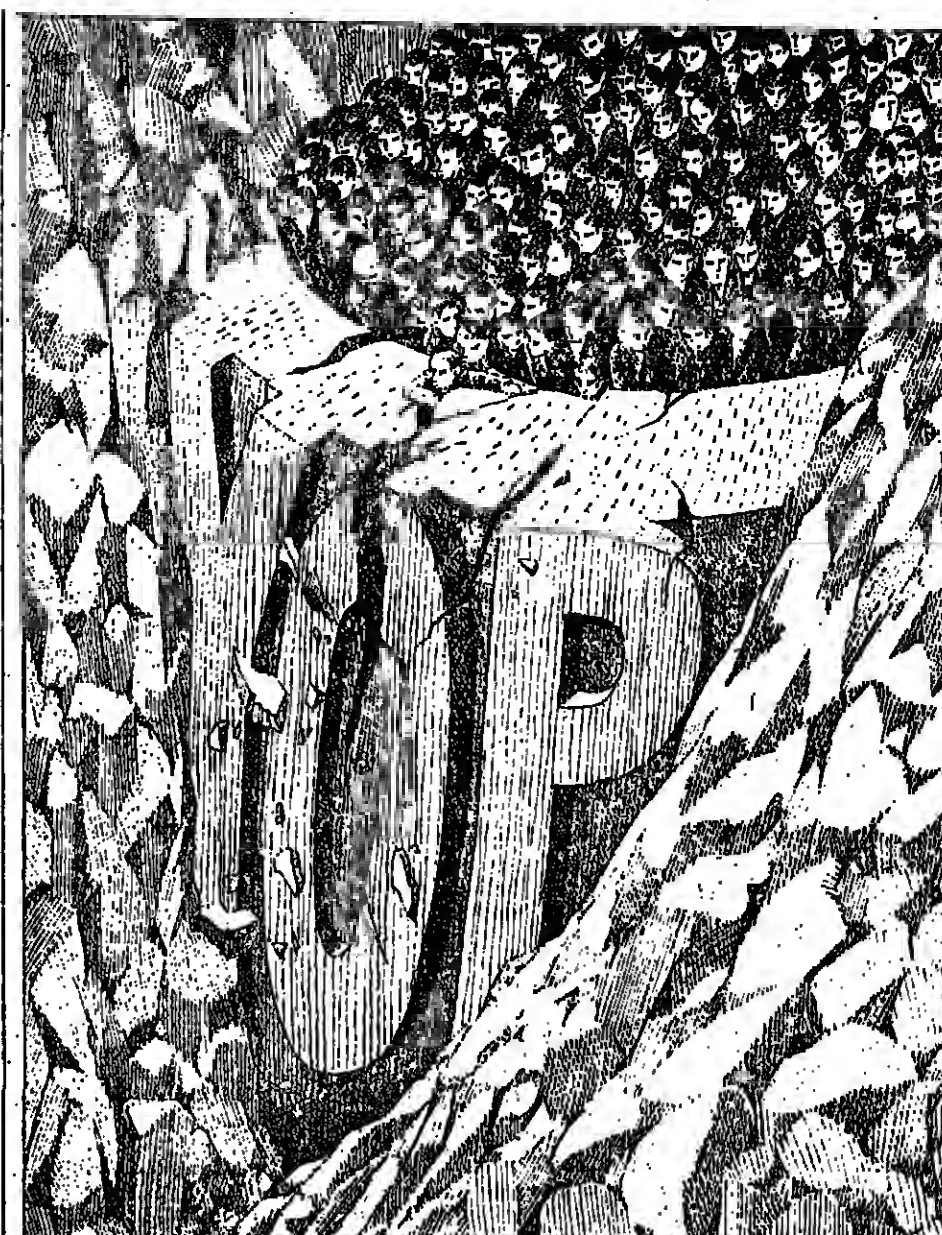
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## features

Expansion  
is not enough

Colin Ball offers some fresh proposals for enabling the Youth Opportunities Programme to respond more imaginatively to the needs of the growing numbers of young unemployed

If such centres were course-based, as in adult education, rather than subject-based, as in schools, and if individual departure was monthly rather than yearly, so that school-leaving was arranged in the same way as airlines organize boarding for jumbo-jets—then we might arrive at a feasible, individually-tailored education system, rather more capable of justifying the title "comprehensive" than our present one. I doubt whether we would then see the present levels of disaffection (truancy), frustration (in and out of school violence), and failure (one fifth, leaving with no qualifications).

In the community context I have two proposals. The first concerns public lay participation. The schemes run by the National Extension College, and the Grubb Institute's "working coach" project, which establish supportive relationships between people in work and people who are not, have great significance. I would attach such schemes to the "experimental-learning centres", since they are a natural partner to the apprenticeship-style tuition opportunities such centres would develop.

As at present, the schemes would rely on the sort of active promotion that Westward Television and Capital Radio have provided. Such schemes can provide the

schemes for the young unemployed, but engaging in a wide range of activities relating to education, the labour market, and early years at work.

My proposals at the MSC were squashed by a senior official with familiar words—"a busy-bodies" charter... "bureaucracy gone mad". But some of it survived. We do have, instead of 300 or so local work education councils, 32 Area Boards, representing at least some of the sectional interests.

Yet they are too remote, too narrow in their activities, and only represent regional quasi-collaborative councils, henceforth which there is often unproductive uncollaborative fragmentation. Employers run their YOP schemes, local authorities run their community groups, run their colleges run theirs, and the wider context of work-education collaboration, as well as the narrower mix of special programmes collaboration, mostly goes undeveloped.

My third proposal then is to replace the present administrative arrangements for the special programmes with a network of Work Education Councils, which would not only take over planning and implementation and resource allocation responsibilities, but would plan and implement my other two proposals, and others they will initiate themselves.

They would also be concerned with YOP diversification. YOP still consists, as it did when it was established, of several different types of work experience or work preparation course, in which young people "work" for a flat-rate allowance for from 2 to 52 weeks. All aim at providing skills and experience in different "mixes", to increase each young person's employability.

Such objectives will remain valid, and in particular for the less disadvantaged among the young. But their blanket application in these regions and localities, worst affected by unemployment, where vacancy: job-seeker ratios are frightening, and to the more disadvantaged young people, is questionable. Here new kinds of opportunity are needed.

In particular, there should be opportunities which break up the rigidities of the present ones—rigidities which specify full attendance, with "trainee" status, in schemes organized by adults with funds provided by the Government. Instead of guaranteeing unemployed school-leavers and long-term unemployed under-19s six week-plus places in these schemes, why not give to them, and to groups defined in other ways, entitlements—for example, hooks of wage and education vouchers.

Some might choose to spread such entitlements over considerably longer periods than 52 weeks in part-work/part-education/part-leisure mixtures. Such approaches need not exclude young people completely from benefit payments. Some of the part-time work opportunities could be negotiated with employers and employees, and such negotiation could form the stimulus and basis for work-sharing arrangements.

Perhaps some young people might prefer to do the negotiations themselves, rather than leaving it to MSC or even Work Education Council "marketing" arrangements. Other opportunities in the community service field might be made available through the same kinds of intermediary/brokerage mechanisms presently a feature of YOP full-time community service.

Some young people might choose to use their entitlements in different ways—perhaps on the "full-time" schemes presently available. Or—more intriguing and challenging—they may choose to "cash" the wage vouchers to capitalize their own schemes for self-employment or cooperative youth enterprise; or use them as security for bank loans. Work Education Councils might decide to make their own ventures of the very least they will provide business advice and personal counselling services.

An "entitlement" approach is one way into diversification. Again, my ground suspicion is that Work Education Councils would develop many other ideas, and that these are potentially more sensitive and more imaginative than just expanding YOP.

Colin Ball is chairman of Outset and co-author, with Mog Ball, of *Fit for Work? Youth, School and the Unemployed* (Writers and Readers). He is presently in direct a unit established to examine the feasibility of creating jobs for the young in community-based business enterprises.



## features

"Cambridge once again leads the way!" proclaimed the local paper on October 30, 1930. The first village college in the world had been opened on that day at Sawston in a rather perfunctory manner, by Edward, Prince of Wales.

"You should have seen him at the opening of Sawston", said someone in the Education Office to a newcomer, 15 years later. The reference was not to the "Handsome Prince", but to Henry Morris, CEO for Cambridgeshire, for whom the event really had meant something. "I have given my blood for Sawston", he once said, "not my sweat, my blood".

To get that first Village College open and working as he wanted, had cost him five years of hard struggle in an atmosphere of cuts, freezes, axes and infuriating political incomprehension. Fortunately for education, Morris was a man of high courage, vision and creative common sense. He was also immensely astute and shrewd as a roving, in both senses of the word.

When he became Chief Education Officer of Cambridgeshire in 1922 he was 33. He decided that a massive upheaval was necessary in order to invigorate the meagre provision of education in this largely rural county, blighted by a falling population, low wages, minimal transport and totally inadequate village schools. He not only promulgated (long before Hadow) the reorganization of elementary education into junior and senior schools, he envisaged and set in motion a transformation of the senior schools into active agents of culture and civilization, to which he gave the name Village College.

His plans were drawn up and clearly written out in a now famous memorandum which he sent to county councillors at Christmas, 1924. He wrote:

"If rural England is to have the education it needs and the social and recreational life it deserves, more is required than the reorganization of the elementary school system. . . . There must be a grasping and coordination of all the educational and social agencies which now exist in isolation in the countryside. . . . an amalgamation, which will assemble them for the first time in a new institutional, single but many-sided. . . ."

"The possibility of bringing together all the various educational and social services would find a habitation within the village college. The building that will farm the village college will be so new in English literature and its significance as great that the design and construction of the first college should be very carefully provided for. . . ."

"Let us say to the architect: 'We have a conception of a new institution for the

When Henry Morris set up his famous village colleges in Cambridgeshire fifty years ago, his aim was 'to raise the school leaving age to ninety'. Harry Rée, Morris's biographer, has been touring the colleges, and finds that many of the original ideals have disappeared from view

## A case of arrested development?

countryside, an institution that will touch every side of life of the inhabitants of the district. Will you think of a design for such a building? A building that will express the spirit of the English countryside. . . . a building that will give the countryside a centre of reference, animating the affection and loyalty of the country child and country people, and conferring significance on their way of life."

After years of struggle, begging and cajoling, three more colleges succeeded Sawston. The most famous, Impington, designed by Walter Gropius, was finished just before war broke out in 1939. In the post war years they multiplied, so that by 1970 every secondary school in the authority was a purpose built community school. But although they multiplied, many seemed to become afflicted with a form of arrested development. They lost that lead, which the pioneer colleges of Sawston, Bottisham, Linton and Impington had certainly once held.

After the war, however, community schools and colleges began to flourish beyond the boundaries of Cambridgeshire. Often they were started or staffed by people who had begun their careers

as teachers or administrators in Cambridgeshire, who acknowledged their debt to Morris.

Today the tide is flowing in the opposite direction. During a recent tour of the village colleges in Cambridgeshire, I kept coming across teachers from community schools and centres in Leicestershire, Cambridgeshire and Nottinghamshire and elsewhere, all of them offshoots from the Cambridgeshire sapling planted first at Sawston in 1930. They were now repaying the debt to Morris.

But why the arrested development in the village colleges in these later years? I do not want to give a gloomy impression, especially as in several colleges today developments are being enthusiastically pursued which show a real understanding of Morris's philosophy, and which would delight him.

But there is no denying that many colleges, and many people connected with them, have stood still, and in some cases turned their back on the hopes and ideals of the originator, or have simply failed to understand the "working philosophy" which he so colourfully expressed in articles and speeches throughout his life.

For the most part the standard can be explained by this lack of understanding, or maybe a lack of awareness of his philosophy; in part it comes from the autocratic model of administration which

councillors have not seen the need to alter; and in part, I think, from an irrational fear of community education, a fear that, if successful, it might prove disruptive.

This is myopic, for the community development initiatives, which are much needed in all corners of this society of ours, could be disastrously sparked off and kept going by the development everywhere, and by the intelligent support from local and central government, of community education in its widest sense—seen as Morris saw it.

The misunderstanding is most obviously exemplified in label changing. There is a sad tendency, by no means confined to Cambridgeshire, to think that by changing the label you change the problem. Simply to call a school a village college or to change the name of a school to community school, is only slightly more effective than to tack a couple of swans on an existing school, and to think that community education will result.

Nor is it enough to provide a tutor to organize evening classes in school buildings. This makes little impact on the education of children in school, and equally little on community development outside. It is a sad fact that in some community schools and even some village colleges there are teachers who regard their workplace as no more than "an ordinary school".

On my recent tour of the colleges I was aware that they were working in a community school. Do they need reminding of Morris's words?

"We must do away with the last school. We must associate with education all those activities which go to make full life. This is as important to the teaching of the young as it is for the teachers themselves. . . . It is only in a world where education is, in the fullest sense, a life-giving activity, that the child and adolescent can be truly educated. We are so prone to look on education as a parenthesis in the human scene, that in thinking about education we forget the child in the school."

Once, when visiting a village college, Morris noticed that the entrance hall was decorated with children's paintings. "Take those down", he said to the staff, "they make the place look like a kindergarten."

The misunderstanding can be put up by the adult tutor, to organizing a cluster of sub-committees, or single events for the benefit of groups, families or individuals. This, by inducing people to exercise "skills", and to assume responsibilities which would otherwise pass by, becomes a valuable educational experience.

There is a welcome tendency in many colleges for classes to graduate into clubs, means that they have to organize their own activities, raising money, negotiating with the authorities or other committees, and responding to requests. They establish training sessions for members, or, if they become too busy and expert, the main committee will organize a class for beginners.

The "copping" of the school by children of articulate middle class academically over-ambitious parents

is a real danger. The curriculum and diminished, for teachers and children, the significant contacts that used to be made with the local community outside the school. The pressure on the school to secure visible exam results for a minimum had been at the expense of community involvement for all.

This concentration on courses, classes and qualifications, urged upon schools by doubtful if understandable social pressure, is not the only way in which the value of community education is ignored and even excluded. Adult and adult students can be just as prone to misunderstand or reject the value of Morris.

For active community involvement, in the often undreamed of by those bound by books or cloistered in classrooms, is a powerful means of offering the individual, whether child or adult, a natural and a public swimming pool, a natural and a civilized citizen. It is the best of unconscious education for citizenship. Again, do we need reminding of further thoughts of Morris?

The village college, as the community for the neighbourhood, would prepare for the whole man and abolish the division of education and ordinary life. It is not only a training ground far from the life of living, but a place where life is

the welfare of communities depends on the extent to which centres of unadvised initiative can be developed with them. The great task of education is to convert society into a series of cultural communities where every local community would become an educating community, and education would not merely be a consequence of good government, but a consequence of education.

Although I have been claiming that, as a lack of understanding of Morris's message, community education has yielded its full potential, I must confess to a number of really encouraging examples which today, in some village colleges, the word is being made flesh.

All colleges there are clubs and a representative committee takes some responsibility for the organization of activities for young people and adults. This responsibility is not by the adult tutor, to organizing a cluster of sub-committees, or single events for the benefit of groups, families or individuals. This, by inducing people to exercise "skills", and to assume responsibilities which would otherwise pass by, becomes a valuable educational experience.

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The "copping" of the school by children of articulate middle class academically over-ambitious parents



Above: Henry Morris (centre) and the Prince of Wales, who opened the village college at Sawston "with a classic string of platitudes and clichés". Opposite and below: Impington village college, designed by Walter Gropius "for a knock-down fee".

by children from the school, as well as by adult volunteers.

One interesting way in which school subject departments have become closely involved in the teaching of adults has been successfully tried out in one college. Here the head of department of a particular subject area in the school takes responsibility for the organization of the subject in the evening sessions attended by adults, for the appointment of staff and for the syllabus. They do not have to teach themselves nor try and get their colleagues to take on the extra work, which adult teaching entails, but by this means the school can keep in close touch with the evening work, and in particular can know which adult classes might usefully accept adult students for supplementary work.

Another college made a special occasion out of the after-dinner business of enrolment for evening classes. They organized a massive Taster Day on Saturday in July, when crowds of people from the surrounding district came, and gave the courses on offer a quick trial. The atmosphere was more like a carnival than an educational exercise, but not only did the tasters learn a lot, the organizers benefited too, and everyone enjoyed themselves.

In another college the school curriculum, for all years, includes a strong injection of community studies which are bolstered, to an extent few such courses can be, by the easy access to human, social and material resources, which they can easily visit, or bring into the school.

These and many other significant developments show that in some of the village colleges an understanding of the educational potential of community education has already been realized, and opportunities for putting community education into creative practice are being seized. It seems however that in some other colleges there is little awareness that such things are going on elsewhere, or even that they ought to go on.

There used to be a Federation of Village Colleges, which met once a term, but it has died. Yet the need for exchanging ideas, not only at Warden level,

and for learning about each other's practices is, to an outside visitor, obvious. There are county newsletters for maintaining contact between the colleges, but significantly one of these is confined to the school side, and the other to youth and adult concerns. A single Community Education newsletter would seem more appropriate.

Other administrative policies reflect the mistaken idea that there are two separate sides to community education. One warden pointed out that only he and the caretaker were appointed to cover both school and community activities; all other appointments were for either one side or the other. Another warden felt that by now the education committee should realize that the whole community, adults as well as children, might want to use the college even more at weekends than during the week, and that therefore the arrangements for staffing and access should approximate in some ways more closely to the demands of a hotel than of a school.

Conceding it is high time some move was made to co-ordinate salary structures and contracts of service for those who are working in community education, so that they could easily be involved both with teaching in the school, and with adult activities. Leicestershire and

Coventry have led the way, not Cambridgeshire, in making it possible for teachers whose major concern is with the school, to take up some evening teaching or duties at weekends, and be compensated during the week by a reduced timetable.

One valuable move, for which the county council should be congratulated, is the establishment of a system of "self-budgeting" for each college. This gives autonomy to the committees concerned with adult classes to plan their programme and its staffing so that those are suited to local needs and local purses. This gives greater flexibility, and avoids the rigid application of centrally designed regulations. It must also save administrative costs in Shire Hall.

But recent cuts have intruded a fiendish element into the budget exercise, by insisting that each college return 125 per cent of the grant given by the council to staff the classes. This has forced the colleges to raise fees, to concentrate on the popular and profitable classes, and to drop those classes which would not pay. No one of course is able to measure the educational losses; they are just one more item in the reduction of the quality and quantity of community education.

Another blow suffered by community education in Cambridgeshire has been the halving of the number of community tutors attached to the colleges. In one sense, surely not intended by councillors, this has brought a certain advantage, in that there is no longer a separated tutor for youth and a second for Adult Education. It has also meant that in some cases, where for instance the adult tutor kept his job, he has managed to persuade individuals to take on responsibility for youth work, both in the colleges and in the surrounding villages.

It certainly looks, in Cambridgeshire as elsewhere, as though community education has been singled out for cutting, possibly because it presents an easy, and particularly noticeable target. But the suspicion grows that, although at one time the landowner councillors supported Morris and community education wholeheartedly, the present generation of conservatives look upon community education with strong disfavour, because it is said to promote dangerous political and educational policies.

This is nonsense; indeed there are many reasons, not least economic ones, why present-day conservatives should back community education, not oppose it. In any case it would be disastrous if it became a party matter. Would it not be valuable for an all-party committee of MPs, strengthened by an occasional Dame or Lord, to take a long look at community education? I'm sure the community schools or colleges would not want to hide anything, and would be confident that, after studying the concept and some representative examples, members of all parties would become committed to its extension and promotion.

One thing is certain. The colleges in Cambridgeshire will not remain the same as they are now, any more than they were the same as they were when they started. For, as Henry Morris maintained in 1924:

"The village college would not outlive its function, for the main reason that it would not be committed irrevocably to any intellectual or social dogma or to any sectional point of view. Intellectually it might be one of the freest of our English institutions."

The colleges have gone a long and promising way since 1930. They now need to go further, and be encouraged to go further.

Harry Rée is the author of *Educator Extraordinary: The Life and Achievement of Henry Morris (Lungman)*.





## Ray Rushton



1



1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.



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## DISCUSSION DOCUMENT

By Philip Lewis

The Teaching of Modern Languages  
A View for the 1990s  
HMC Modern Languages Report No 2

Obtainable from the Secretary,  
Headmasters' Conference, 29 Gordon  
Square, London WC1H 0PS. Price  
£3 (including postage).

This report was compiled for the Headmasters' Conference held at the end of September. By no means a report in the conventional sense, it is more a heterogeneous collection of contributions, not merely by the working party involved but by speakers at recent conferences and invited contributors, some linguists, others not. It suffers from a lack of order and pruning, an appreciable amount of duplication and the omission of a general summing-up of the feasibility of the aspirations expressed in the report.

Though published under the imprimatur of the HMC, the report is to a much wider audience with little, other than the work at pre-paratory schools, restricted to the private sector. It is intended as a discussion document, it certainly provides the incentive for argument—probably heated—at all levels up to university and polytechnic, as well as in the fields of industry and commerce.

For one who has been actively concerned with the reform of modern language teaching at both O and A level, the initial feeling is of frustration, if not anger, that so many linguists have been engaged for so many years on new approaches to language learning without any major agreement having been reached as to large-scale implementation of methodology and assessment, in spite of a well-nigh universal concurrence of aims. Several contributors maintain that it is because we, as a nation, are notorious for our lack of interest in the mastery of foreign languages and award it a correspondingly low priority.

Admittedly, both the apparent ease with which foreigners speak our language and the prevalence of English in so many international contexts militate against the credibility of an urgent need for British linguists. Charles Hatgrove of the *Times* speculates that had General de Gaulle and General Macmillan spoken each other's language in 1963 our entry to the European Community may have been secured then. It is, however, worth remarking that English is the common language used by Helmut Schmidt and Jacques d'Estaing as neither speaks the other's language fluently enough.

The report appears under seven general headings, though some of

the contributions fit rather vaguely into these categories. By far the largest section is devoted to career prospects for linguists, the emphasis being heavily on the side of industry and commerce. Initially there are wise cautionary words about careers for translators and interpreters and an excellent summary of training facilities. Little hope is given of work overseas for linguists unless languages are combined with other skills. This theme is repeated throughout and heat summed up perhaps by the Gorman Trade Minister: "If you wish to buy from us, there is no need to speak German. But if you wish to sell to us..." The Director-General of the Engineering Employers' Federation in a recent speech, printed in toto in the report, states very clearly the need for both technical competence and language knowledge. The same section includes a series of rather superficial comments by distinguished businessmen, diplomats etc., as to why a knowledge of languages is valuable. These would have been more convincing if specific needs had been adduced: of the pattern of those given under "Fine Arts" and "The Law". Though taboured, the point is made that languages in themselves are of little value other than to the teacher and academic.

In report incorporating comments on teaching for the Common Entrance Examinations, CSE, CEE, GCE Ordinary and A level, and of college, polytechnic, university and post-graduate level, it is at least encouraging that there is virtually universal agreement as to why changes are necessary in the content of courses. There has been much talk recently about a new form of A level in modern languages—talk which sometimes implies that teachers are reluctant to adapt themselves to new thinking. More convincing if specific needs had been adduced: of the pattern of those given under "Fine Arts" and "The Law". Though taboured, the point is made that languages in themselves are of little value other than to the teacher and academic.

Mr Bamford of Sevenoaks sums up succinctly and powerfully the argument for the late start. This supports the findings of the National Foundation for Research on Education and the Institute for Educational Studies. Interestingly enough, in all other European countries it is not until the age of 10 that a foreign language is introduced. Much else is incorporated in the report: teacher training, the fourth language, the presentation of computerized learning, testing, invaluable comments (appendix) on course books, HMC schools, the value of exchanges, school links, abroad, plays, literary and dramatic studies, and BBC grammar. Additionally, book-lists (involving, for the rather puzzling equation of *Unit 1* with *Unit 2* in the *Unit 1* *Unit 2* *Unit 3* *Unit 4* *Unit 5* *Unit 6* *Unit 7* *Unit 8* *Unit 9* *Unit 10* *Unit 11* *Unit 12* *Unit 13* *Unit 14* *Unit 15* *Unit 16* *Unit 17* *Unit 18* *Unit 19* *Unit 20* *Unit 21* *Unit 22* *Unit 23* *Unit 24* *Unit 25* *Unit 26* *Unit 27* *Unit 28* *Unit 29* *Unit 30* *Unit 31* *Unit 32* *Unit 33* *Unit 34* *Unit 35* *Unit 36* *Unit 37* *Unit 38* *Unit 39* *Unit 40* *Unit 41* *Unit 42* *Unit 43* *Unit 44* *Unit 45* *Unit 46* *Unit 47* *Unit 48* *Unit 49* *Unit 50* *Unit 51* *Unit 52* *Unit 53* *Unit 54* *Unit 55* *Unit 56* *Unit 57* *Unit 58* *Unit 59* *Unit 60* *Unit 61* *Unit 62* *Unit 63* *Unit 64* *Unit 65* *Unit 66* *Unit 67* *Unit 68* *Unit 69* *Unit 70* *Unit 71* *Unit 72* *Unit 73* *Unit 74* *Unit 75* *Unit 76* *Unit 77* *Unit 78* *Unit 79* *Unit 80* *Unit 81* *Unit 82* *Unit 83* *Unit 84* *Unit 85* *Unit 86* *Unit 87* *Unit 88* *Unit 89* *Unit 90* *Unit 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## TOWARDS A NATIONAL POLICY

By John L. M. Trim

In early July, almost unnoticed by the educational press, the Second Assembly of the National Congress on Languages to Education was held in Durham, just two years after the first, which was marked by a major speech from the then Secretary of State for Education and Science. Despite its lower key this year, the NCLE Assembly was felt by the participants to have been a success and to have marked a considerable step forward in providing a single forum in which issues of importance could be discussed across the whole field of language and languages in education, so that the profession might speak with a coherent, articulate voice.

Education change is a slow process. Classroom realities cannot be changed overnight, and while administrative structures and examinations can be reformed "at a stroke" the more intractable the attitudes and the more far too conscious of their responsibilities towards parents, teachers and above all children to do so lightly. But given sustained pressure at all levels, policies which are convincing and have the active backing of the teaching profession as a whole can permeate the attitudes, thoughts and actions of the many porters to the learning process until their implementation seems natural and relatively uncontentious.

NCLE is important in this process in a number of ways. First, it brings together all modern language teachers, whatever their language speciality, in schools, colleges, polytechnics and universities and enables them to hammer out a common policy, to come to terms with the diverse and conflicting even conflicting of interests which have led them to assert their separate identities in the past.

Secondly—and this is more difficult and perhaps in the long run more significant—it involves on equal terms teachers of English as a mother tongue and as a foreign language, as well as those speedily concerned with the language problem of immigrant children, whether these affect the maintenance and development of their mother tongues or their acquisition and mastery of English.

Teachers of modern languages and of English have been so far separated in organization, attitudes, methods that they had largely lost sight of each other. Partly this was a consequence of the fact that modern language teaching as against the rejection of any formal study of the mother tongue—emerging ultimately from the Cambridge "unlearning of the mouse" in 1917. Even the Bullock Report, in considering language across the curriculum, took no account of the contribution which might be made by languages other than English.

The NCLE working party set up in 1976 to examine the relationship between the teaching of foreign languages and the mother tongue was unable to produce a unified report and instead put forward to the first assembly in 1978 a set of separate papers. At the assembly itself, the teachers of English felt

isolated, under represented and uncomprehended.

A mere two years later, the situation has changed greatly. There is a much readier recognition of the possibility and desirability of coherence in a young person's linguistic education. Though an NCLE working party reported that there were still very few schools in which a coordinated language policy was being developed, their number is increasing. CILT is organizing a national conference of teachers interested in "language awareness" courses from January 23 to 25, 1981, and we have already received a substantial number of inquiries. Modern language teachers are becoming more interested in the child's ability to understand and be understood in the foreign language than in formal exercises and puzzle-like translations. English teachers are increasingly concerned to value and develop the linguistic diversity children bring to the classroom. The presence in schools of substantial numbers of children for whom English is a second language challenges profoundly the easy assumption that the child's basic knowledge of the "mother-tongue" can safely be presupposed. Both groups of teachers are being forced to reconsider their attitudes and beliefs about the nature and role of language. The body of knowledge and theory they need to call upon in order to understand the problems (including basic literacy) which confront them in the classroom is ultimately the same.

An important bridging role is played here by English as a Foreign Language (EFL). Not only is it a thriving practical activity, a large and profitable British export industry, but it is also closely linked at university level with general and applied linguistics. Encouraged and stimulated by the British Council, with its world-wide contacts and responsibilities, EFL has made great strides in the methodology of teaching and learning language for communication in this country and abroad. It is of necessity based on sound knowledge of English as a communication system and its use in a wide range of social situations. Clearly, then, EFL is ideally placed to mediate between modern languages and English and it was no accident that a particularly satisfactory, coherent and fruitful report was produced by the NCLE working party set up under the chairmanship of Professor J. Sinclair of Birmingham University to look into the methodological relations between the teaching of English as a mother tongue, English as a foreign language, and modern languages.

The third NCLE working party, under the chairmanship of Mr M. R. Wilgram, was asked to study "the relationship between what should be taught in the modern languages classroom and what should be taught in the English classroom, examined through public examinations at 16 plus, taking account of existing practice in both these fields."

This working party arrived at much the same conclusions as the editors of the recent CILT publications on Modern Languages examinations at 16 plus for the first time. They agreed "that there should be a constant emphasis on language for the purposes of communication in circumstances as authentic as possible." Judged by their criterion, they found present practice in teaching modern languages to be inadequate. A NALA survey indicated that even in the fourth form teaching was concentrated on the "activities" which closely mirror those to be found in public examinations at 16 plus and later. Since the examination is characterized by a limited range of test-types in which "forms of language appropriate to written usage predominate", and the passages "narrative/literary in type" with "the subject content frequently trivial", it is not

surprising that the working party came to the conclusion that "the significant few of these activities are likely to be required in a real life context by the majority of learners."

They also found that too much classroom time was taken up by teachers talking English, "with a consequent lack of opportunity for encouragement for pupils to be competent in oral/aural skills. They recommended boards to 'give urgent attention to the consideration of syllabi which would encourage pupils to achieve higher levels of competence in everyday communication within a more limited range in respect of both lexical and grammatical coverage'." In addition to revealing the state of its working parties, the Second Assembly of the NCLE adopted its resolutions in some amendments and additions to the curriculum framework for languages in the fourth year. Such was the situation, regrettably, that no one, yet an answer seems to have been found, thanks to the Test movement which is re-examining many areas of language teaching.

The South Western Language Centre German Credit Ooo and schemes were begun in 1978, very closely on the French scheme they aimed to test the teaching of a minimum range of language in 20 defined "survival situations", and were intended to provide a motivating syllabus for a recognizable curriculum value beyond year three. It was the work of the Centre, supported by the Department of Education, that led to the National Curriculum Framework for Languages, published in 1979, which was offered to all the schools, with the exception of a small set, in Backwell School in September last year. On 50 schools, the period per week was as to pursue our goal of "a modern language for nearly all pupils."

At first sight the objections were manifold. One contact lesson a week is contrary to orthodox teaching pedagogy. How can the average and the less able cope with the top 30 per cent ability range? Can the cost of a completely new subject in a nine-form entry school be met?

Modern language courses do exist at all levels of reasonable prices. The well-known series from Messrs. Hodder & Stoughton are particularly popular with adult learners. Available from:

Video Tape Company Limited  
Head Office  
2, Pepinham Road  
London SW16 5LS  
01-470 4128/9

and at  
Central London Demonstration and Sales Room  
100, Great Russell Street  
London WC1B 5LE  
01-660 7552

Useful addresses for teachers of Italian

Association of Teachers of Italian, 7 Marlborough House, Westgate Street, Cardiff CF1 1DE.  
Italian Cultural Institute, 39 Regency Square, London SW1X 8NX.  
Italian Embassy, 14 Thrales Kings Yard, London W1Y 2EH.  
Italian State Tourist Office, 201 Regent Street, London W1A 8AY.  
Society for Italian Studies, Department of Italian Studies, 113, Regent Street, London W1A 8AY.  
Palazzo Antico Museo, Via del Corso 121, Rome.

## A SECOND FOREIGN LANGUAGE FOR ALL

By Colin Trim

Whither German? Or Spanish or any other of the modern languages for all? The present position of these languages will, it appears, be further weakened in many schools—as secondary education enters a decade of falling rolls. A French specialist head of Department asking to foster the learning of modern languages and not merely French, I had been searching for some time for a way to consolidate and expand the position of the second modern language in my school. The answer came in the form of a German course as the first language in alternate years, the curriculum already under heavy pressure could not digest a full year or even three-year course with examinations at 16 plus in the second language, short two-year courses to O and CSE levels were providing large enough sets to provide a sixth form group, and in particular seemed very of the hour.

There were strong arguments against offering German as the first language in alternate years, the curriculum already under heavy pressure could not digest a full year or even three-year course with examinations at 16 plus in the second language, short two-year courses to O and CSE levels were providing large enough sets to provide a sixth form group, and in particular seemed very of the hour.

I would argue that a course in a second language which results in a minimal oral and aural competence and sufficient reading skill to survive comfortably in a range of situations likely to be encountered on a visit to the foreign country in a group is vital in the light of present social and economic circumstances. The recent British Trade Board report on Language and Industry exhorts schools to foster a willingness to learn or reactivate a language when called upon to do so at a later stage in employment. German and Spanish are surely relevant here and yet it is not always clear that the schools which are readily being ground to our schools. There is evidence to suggest that the minor languages one learns the cooler it becomes, two "windows on the world" are surely better than one? To their credit our children do try, for the first two years, but then drop out. However, this expensive system is still fully maintained. Universities still go on churning out teachers of languages in their thousands, almost all specializing in French. This is an extremely inefficient practice, for the needs of most modern children (destined to travel widely and mix with their counterparts in foreign countries on a scale unimaginable even five to 10 years ago) can best be met by teaching them a language that can be used in every foreign country and learnt to a useful degree within five years.

The only language to fit this bill is Esperanto, but if one tries to convince a language teacher of this, one meets a wall of prejudices which has its foundations in the history of the system to which he or she belongs. "A constructed language has no culture," is the usual response, "and that is that." Another "You would never find anyone else who knows it, so what's the point?" As they are the acknowledged experts on languages, such teachers' views are taken as gospel by parents and school alike, and they don't inquire any further.

The experts have such closed minds that they are literally ignorant of the facts. So much literature, both original and translated, is now available in Esperanto that it is possible for the over-curious child (not only the above-average) to pleasantly imitate the culture of any country, or any countries, chosen by the teacher. Letters can be correctly written, after only a term's work, that will bring information from other children in a wide variety of countries, giving the recipients an "eye-opening" acquaintance with other peoples' ways. As far as contacting and meeting other users of Esperanto are concerned, there is such a well-organized and documented network of schools and societies that it is in fact easier to do this in the vast majority of countries than it is in school or out to use French to any country but France.

The author has been head of modern languages at Backwell School, Avon, since 1975.

## INTERNACIA LINGVO

David Curtis on Esperanto

A young colleague surprised me recently by saying that she had never heard of Esperanto. Perhaps her generation has missed out in this respect, perhaps not, but she was subsequently so enthusiastic about this famous international language that it may well be that many others would like to know why it is not generally taught in our schools.

The explanation is rather complicated, but I will try to make myself clear. To begin with, our reasons for teaching modern languages are rooted in our history, going back at least to 1066, when the Duke of Normandy became King of England—whereupon everyone who wanted to get on had to learn French.

For the rich this was easy: one simply spent years of one's youth in France, or hired a French governess for years on end to give one daily practice. For the less well off it was difficult—but not impossible if one was born with an excellent memory for sound-sequences, good visual recall, and an IQ of at least 130 with which to unravel the grammar. So learning a foreign language became a mark of superiority in wealth, or intelligence, or both.

For centuries children were given the opportunity, if their parents could afford it, of gaining this skill, and even if they did not succeed at it, the money was considered well spent, because they could still boast of having "done it". When our national education system began, barely a century ago, this privilege could only be given to the most able children, but the burgeoning of the affluent society in the past two decades has resulted in everything that was once a privilege being offered to every child in the normal secondary school, including foreign-language learning.

Unfortunately, in order to learn a foreign language within five years a child needs to have been born with the three attributes mentioned above, and only about one in 100 is. In spite of this, the force of a tradition stretching back to 1066 impels our education authorities to spend, or rather, waste, millions of pounds every year upon teaching a foreign language—generally French—to the other 99 as well. To their credit our children do try, for the first two years, but then drop out. However, this expensive system is still fully maintained. Universities still go on churning out teachers of languages in their thousands, almost all specializing in French. This is an extremely inefficient practice, for the needs of most modern children (destined to travel widely and mix with their counterparts in foreign countries on a scale unimaginable even five to 10 years ago) can best be met by teaching them a language that can be used in every foreign country and learnt to a useful degree within five years.

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At Tounmouth School, West Drayton, first-year children do a term of Esperanto.

every national language of course. Esperanto is much more widely useful.

Thus one of the two factors that operate against Esperanto in our schools is ignorance; the other is lack of status. It is not an O level subject. Only rare and courageous headteachers and language teachers like to be associated with it, for there's no kudos to be gained. The curious fact is that one can obtain a Grade 1 CSE in it, and a Grade 1 CSE is recognized by the authorities as equivalent to an O level. Alas, employers and universities do not hold this view, so what is in it for anyone (except our children, of course, but they don't come into it, or do they?). This CSE boards annually decline to include it, primarily, they say, because there

would be insufficient candidates. One thousand children, in spite of everything, study it every year in 20 of our schools. Amharic, Hausa and Xuruba or, however, O level subjects, even though there are only one or two candidates in any year. Clearly the CSE boards are acting out of pure prejudice. It is a safe bet that none of those who oppose it have actually learnt it, yet they reject it out of hand. Those who would like to know how to change this situation are invited to write to the Schools and Colleges Information Unit, Esperanto Centre, 140 Holland Park Avenue, London W11 4UP.

David Curtis is Editor of "Esperanto Teacher" the journal of the Esperanto Teachers Association.

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# resources

## Calculated risks

Barry Blakeley looks at some of the research into calculator usage

For some time, calculators have been commonplace in everyday life—in the corner shop, at home—but many schools still exclude them. Some schools allow them in science and geography lessons, but not in mathematics. Others, happily, not only allow their pupils to use calculators but investigate possible uses and develop different approaches to mathematical topics. However, many teachers are still suspicious of calculators and of their possible effects on arithmetic skills. This article aims to provide some information about research into calculator use, and to indicate some sources of material for teachers who would like to start using them in their classes.

The calculator was accepted in the United States earlier than in the United Kingdom, and there have been many investigations there on its use in schools. The Calculator Information Centre at Ohio State University, directed by Marilyn Styrman, makes available abstracts and critical analyses of research about use, as well as listing reports and articles.

The picture presented in the opening paragraph is fairly representative of other countries as well as the United Kingdom, with resistance to calculator use generally greater among teachers of younger children. Clear indications that "calculator" pupils do better (or worse) than "non-calculator" pupils on some clearly defined criteria would be welcomed by teachers, but there have been few large surveys from which to draw indications of success or failure. What can be said about the various investigations, however, is that in none of them were any adverse effects of calculator use observed. It is also important to note that benefits such as improved learning of problem-solving skills, and helping less-able pupils to compete more successfully with those of higher ability, have been observed in some of the investigations.

In 1975, the Inner London Education Authority placed nearly 200 calculators in five schools (one secondary and four primary). With the help of local inspectors, teachers' centre warden and col-

lege lecturers, the schools explored possible uses of the machines in their curricula. The science and geography departments were particularly enthusiastic about the effects of the machines.

1976 saw a flurry of activity in several quarters. The Mathematical Association published "Calculators Have Come", which considered the use of calculators in the Electronic Age. Using a Calculator to Investigate Patterns, and The Use of Calculators in Public Examinations. In Durham, a working party of sixth-form teachers, investigating uses of a calculator in sixth-form mathematics. Their report includes some very interesting material, especially in the approach to the exponential function. It is still available, price £1 from the County Education Offices, Green Lane, Spennymoor, County Durham.

1976 also saw the beginning of two for-research investigations, one in the primary age and one in the secondary. The Shell Centre for Mathematical Education at Nottingham University, in cooperation with the Leicestershire Education Authority, conducted an investigation in about 20 primary schools. The report, published in 1977, distinguishes seven strategies for using calculators in teaching mathematics: forecast and check, generate examples and generalise, games based on the calculator, allowing pupils to work at their own pace, handling, provoking the study of new concepts, exposing misconceptions of existing ideas and exploring the calculator itself.

In their general conclusions and discussion the investigators make many interesting points: "...the use of calculators in schools in the primary school does not appear to prevent children from learning to calculate; on the contrary the calculator appears positively to encourage and aid the process".

The report, available from the Shell Centre, gives many examples of the work of individual teachers, number facts, grouping, place value and notation, extension to fractions, negative numbers, computational skills and applications of number. It concludes by stating that the use of calculators does not appear to prevent children from learning to calculate; on the contrary the calculator appears positively to encourage and aid the process.

The USA has been a useful source of material. In particular, the report Problem Solving Project: At the Primary Workshop of the Fourth International Congress on Mathematical Education, held in Berkeley, California, in August, the main areas of mathematics covered were: under the headings of mental arithmetic, place value, decimals and problem solving. The project aims to build up a bank of materials and to monitor the acceptability of calculators in schools. Teachers, parents and pupils have been under way for some time. It would still be possible for a few schools to join in the testing of material already produced. If they are prepared to put in a fair amount of work, the Centre for Mathematical Education, Nottingham University, can be contacted for more information.

The other major effort is in the 11-16 age range and comes from the School Mathematics Project. The



SMP Computing in Mathematics Group has been regarding calculator development with growing interest, and many of the cards in the SMP Compact sets can be used successfully in conjunction with calculators.

The Calculators in Schools investigation also based in seven schools, with 40 calculators in each school. The calculators were used in various ways—providing groups of five or six machines in every mathematics room, serving as a class set with one calculator for each pupil, and in one case, one calculator for each of a class of pupils having a calculator.



For each on permanent loan. Evoluta have somewhat overtaken the report (liquid crystal displays now make rectangular batteries a thing of the past). It still contains discussion of many very pertinent questions and can be obtained from the SMP, Westfield College, Kidmore Avenue, London NW3 7ST.

The report was only the starting point for an important development. O level, the SMP mathematics in a "calculator" format. Examining boards have wrestled for years with the problem of whether or not to allow candidates to use non-programmable machines in mathematics examinations, and various solutions have been attempted. The point of the SMP calculator O level is that calculators are not just allowed, they are required.

Paper 1 is taken also by candidates for the non-calculator syllabus, and no collecting aids are allowed. For Paper 1, the syllabus has been altered. Details of the syllabus (Syllabus C) and specimen papers can be obtained from the Oxford and Cambridge Examination Board. Syllabus changes require new textbooks, and the SMP Calculator Series consists of: Dis- cover How to Use your Electronic Calculator; Growth and Decay; Financial and Other Applications; Sequences and Iterative Processes; New syllabus, with Calculator Supplement to Books X, Y and Z and Calculator Supplement by Topics providing sets of calculator examples for existing chapters in SMP texts. There is also a teachers' guide to the five booklets, all published by Cambridge University Press.

The year 1978 saw the establishment of a Schools Council Project

## Ancient cultures

by James Brown

Two and Three Filmstrips  
The Ancient World  
The Land of the Two Rivers.  
Egypt—The Gift of the Nile. The  
Origins of European Civilization.  
Rome and Her Empire.  
Edited by E. J. Sheppard  
Longman/Compton Ground, Harlow.  
 Essex. £4.55 each.

These four filmstrips provide a basic collection of pictorial material covering the ancient world. It is a world that either formed the foundation for subsequent European (Mediterranean) culture or lay content to it and was "discovered" by European archaeologists in the nineteenth and early twentieth centuries.

Even within this partial definition, major cultures such as the Hittites and Phoenicians have had to be excluded. Nevertheless, for the teacher wanting filmstrip or slide material dealing with Mesopotamia, Egypt, Greece (including its predecessors Crete and Mycenae) or the Roman Empire, these are still good all-round sets.

The plus is that it is necessary to say "all". These are 1974 filmstrips, revised rather than revised or re-edited. The main change probably reflects the economic climate of the 1980s: they are available on video. Resolving the account, the notes in four booklets have allowed the updating of the bibliographies, but there is no other noticeable addition or alteration.

Undoubtedly, they were, and still are, practical and well put together. Few criticisms can be made. The material, which keeps the best known aspects of ancient civilisation and is usually illustrated by good colour photographs. It is unlikely that any teacher tackling Ancient Egypt with 9 to 13 year olds will not deal with the pyramids, temples and Abu Simbel and Tutankhamun. The grandiose aspects of Roman



Major cultures in these filmstrips include those of Egypt and Greece.

life are fully represented: triumphs, Pantheon, Trajan's Column and the Colosseum with exterior and interior views and a mosaic of gladiators to complete the effect. Accepting the limitations of length, inevitable when dealing with a number of different cultures like Sumer, Assyria, Babylon and Persia or covering vast areas like the Roman Empire, it is a commendable set that the teacher can include in the obvious.

Nevertheless the lack of revision is to be regretted. Some weaknesses that were apparent in 1974 have not been removed. There is very little evidence of the homes and lifestyle of ordinary people. One Pompeii street scene appears—and, a Roman house—but none of the recent blocks in Pompeii or Herculaneum. Little also occurs on any of the other sets. A town site, such as Malla, might have helped balance the picture of Crete, presented here as almost entirely Knossos.

"The Land of the Two Rivers" set is equally devoid of any sense of the people. A case could also be made for the use of rather more reconstruction, especially used, such illustrations can perform a genuine imaginative function. It is not surprising that "Ancient Egypt" is the best set. Concentrating on one civilisation, confined to one area and lacking significant change, the set is more cohesive. It is almost as if it is possible to provide a coverage quite beyond the others, though the Roman set shares similar virtues to a lesser extent.

A sense of inadequacy is apparent when considering what is not shown.

## Token exhibition

A shortage of small change at the end of the eighteenth century led to the issue of trade tokens, small metal coins issued to workers by employers. The tokens could be exchanged for goods of local value. An exhibition of trade tokens is being held at the Science Museum, London, from 17th to 19th October. The exhibition includes some of the many forgotten tokens of the past. The exhibition is free, museum hours are 10.30 to 5.30 p.m. Science Museum, Exhibition Road, London SW7 2DD.

## Safe as houses

We may regard our homes as a safe refuge from the perils of the outside world, but it is at home that most accidents happen. Particular risk are children and old people. To highlight the dangers, Sterling Health have produced two posters featuring the right of the most common causes of accidents in the home. They measure approximately 12in by 17in and are available on receipt of a 17p stamp from Sterling Health, Burslem, Staffs.

## Electrical wisdom

The Electrical Association for Women has published a small information package on nuclear energy. Get into it is a book of eight pages held in a card folder. The book has titles like "Nuclear Energy", "Nuclear Power", "Nuclear Radiation", "Nuclear Safety" and "Other energy". It is an independent publication, founded in 1924 to promote the safe use of electricity in the home. It costs £1.00 inclusive of postage and is available from Publications Ltd, 25 Fowling Lane, London W11 2AL.

## Trips to the zoo

A booklet giving details of educational visits to London Zoo during the autumn 1980 and Spring 1981 is now available from The Zoological Society of London. Courses are provided at four levels: general interest for less academic secondary school pupils, 11 to 13 years; secondary level, 14 to 16 years; secondary level, suitable for more able pupils, taking GCSE in biology; and a level for sixth form pupils with some biological knowledge.

For further information contact: Education Department, The Zoological Society of London, Regent's Park, London NW1 4RY.

## Video transfers

Gateway Educational are making available 30 titles from their 16mm film catalogue in Betamax, VHS, VCR (1500 and 1700) and VHS format. The range includes geography, history and chemistry titles at prices between £35 and £40, as opposed to film prices of £97 to £294. Details can be obtained from the company at Waverly Road, Yate, Bristol.

## Careers services

A 13-minute slide/tape presentation, illustrating the work of careers officers in East Sussex has been produced by the County Careers Service. It is designed to illustrate every aspect of the work of the careers service in schools and will be used by careers officers in their routine work with schools and employers groups.

John Allen, East Sussex County Careers Officer, said the presentation will contribute towards a better understanding of the role of careers officers.

Further information from: John Allen, East Sussex County Careers Officer, East Sussex County Council, Pelham House, Andover Lane, Lewes, East Sussex.

# resources

## Seashore variations

by P. K. Boden

Principles of Seashore Ecology. Double slidebook, £10.25.  
The Ecology of Estuaries. Slidebook, £5.75.

The Ecology of Sand Dunes. Slidebook, £5.75.  
by Julian Crenson  
Focal Point Audiovisual Ltd, 251 Copnor Road, Portsmouth, Hants.



From 'The Ecology of Sand Dunes'

In grouping 40 excellent colour slides in Principles of Seashore Ecology to examine the ecology of littoral regions the author has chosen to begin by highlighting variations in limiting factors in the first 20 slides. The second set relates to the general framework of the energy-dependent seashore ecosystem and its web of life.

It would have been better to reverse the order, especially as the title Principles of Seashore Ecology leads one to expect a clear exposition of the general ideas before they are applied to the features of particular environments. The basic ideas need a diagrammatic presentation in the form of a simplified energy flow chart and ecosystem model. The other slides are under review contain admirable diagrammatic presentations of relevant overall ideas.

Teachers could present slides 21 to 40 first, however. They examine light as the source of energy (a photograph of sun shining on a beach); the basic web of life as adopted in the seashore; the producers (mosses, algae, and consumers (mussels, sponges, and fish); and the decomposers (crustaceans). The teacher's notes for these and all individual slides present pleasingly direct descriptions, synthesising adaptations of the life to the environment. The introductory paragraph to the teacher's notes is weak and reflects the dissonance between title and content as sequenced.

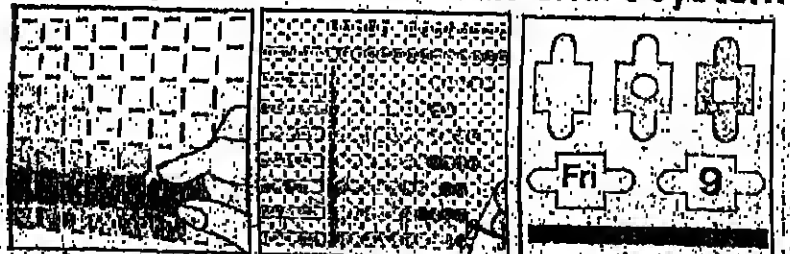
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The Ecology of Estuaries and The Ecology of Sand Dunes slide sets present again well chosen frames (20 in each set) to show the features which characterize plant succession and web of life in estuaries and sand dunes. Particularly interesting use has been made of infra-red photography. The logic of the order of the presentations is sound, and this is made clear in the introduction to the teacher's notes. The Ecology of Estuaries presents oblique views and detailed shots of glasswort, crummock grass and other saltmarsh plants, snails, hivalves, crustaceans, worms, fish and the birds at the end of the food chain.

The Ecology of Sand Dunes includes photos of sea rocket, sea couch grass, marram, sea holly, sand dune, buckthorn and willow, building towards a climax community with its attendant animal life. Reassessing the sequence of photography in The Principles of Seashore Ecology will make the slide set admirable for classroom use either inductively or deductively. Teachers could add systems diagrams. But in the other two sets, on estuaries and sand dunes, they have all the resources they need. The slide sets come attractively and functionally packed. They are a worthwhile buy.

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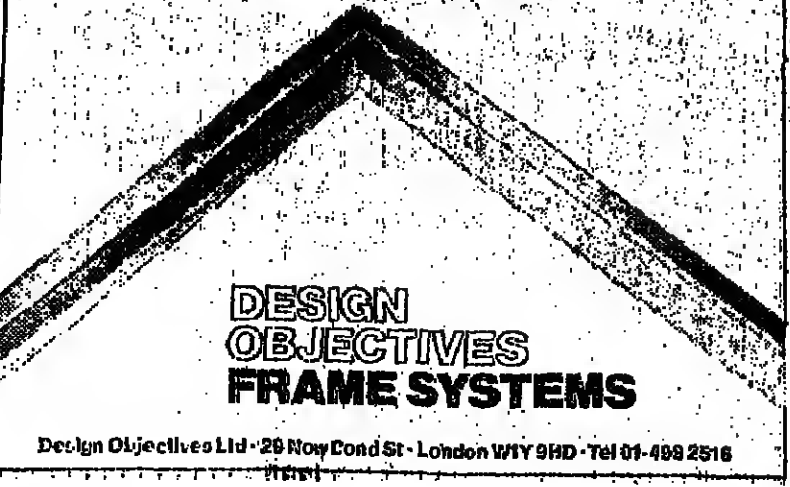
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## endpage The other Rugby

A hundred years ago this month, Thomas Hughes, the author of Tom Brown's Schooldays, founded a colony in Tennessee, designed to provide an outlet for the energies of "the swarming manhood of the English gentry and middle class". David Mitchell looks at the changing fortunes of this New Jerusalem

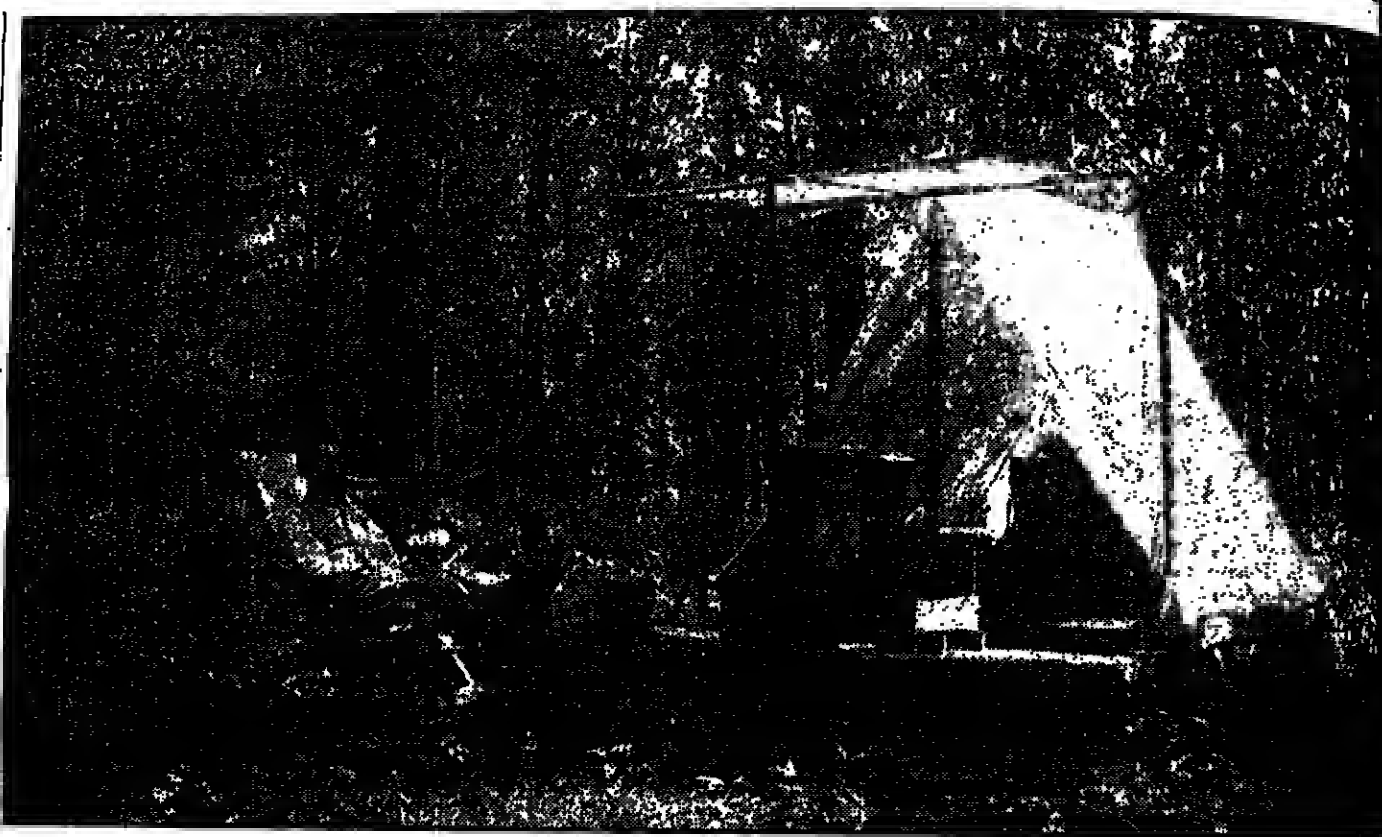
"This is a scheme that is truly gigantic. Tom Hughes has just started, for he is taking across the Atlantic to settle in far Tennessee a new colony, peopled by dozens of Maic settlers, the young and the old, with their wives and their sisters and cousins. Are all gathered into the fold..."

Thus in October 1880, Punch jocosely belied the founding of New Rugby.

Member of Parliament, Queen's Counsel, Chairman of the Cooperative Union, a founder of the Working Men's College, as well as author of Tom Brown's Schooldays, Hughes was the most uncomplicatedly likeable of the Victorian Socialist leaders. His restless reformism was inspired by a total, uncritical admiration for Dr. Thomas Arnold, headmaster of Rugby when Hughes was a pupil there. In his estimation, Arnold's trinity of educational values—(1) religious and moral concerns, (2) gentlemanly conduct, (3) intellectual ability—represented a spiritual breakthrough comparable with that of Luther and Calvin.

Predicting that "Labour is going to be King", he believed that Arnold's version of the public school spirit, together with a form of "classless" comradeship which he claimed to have known during his boyhood in a Berkshire village, was the most helpful prescription for a healthy society. In particular he worried over the plight of boys turned out in their thousands from proliferating public schools.

Cherry of commerce ("where success almost necessarily involves a sharpness in money matters which they have learned to scorn"), they found socially acceptable posts in the liberal professions, the Church, the Army—overstocked. What he asked could be done to provide "an outlet of a satisfactory kind" for this "vast overplus of might... the swarming manhood of the English gentry and middle class, bewildered youths of good education and small capital?" Fond of quoting Emerson on the dignity of manual labour, Hughes was convinced that "until a young man's mother and sister, and the girl he danced with last night, learn to see him driving a plough or working at a bench or forage for wages, without any sense of humiliation, these occupations cannot fairly be sold to be open to him". The answer, he thought, was to found a colony over-



An early member of the colony takes it easy.

sees where these victims of false convention could prove themselves, and at the same time set an example of Christian Socialism in places that looked the Arnold-like heaven.

The industrial recession of the late 1870s offered the chance of enrolling some experienced artisans and small farmers to give the proposed colony a solid base; and, still full of zest and vigour at 57, Hughes sought a location for his "New Jerusalem". At this point he was contacted by some Boston businessmen whom he had met during a triumphal lecture tour of the United States in 1870.

Having selected part of the Cumberland Plateau in north-east Tennessee as the site of a settlement intended for Americans thrown out of work by an industrial crisis which had suddenly passed, they suggested that he might like to take it over.

Hughes, who put a good deal of his own money into the project, was soon persuaded. A glowing report forecast that "patient labour, guided by skill and intelligence", would turn the thickly forested, sandy-soiled plateau into a miracle of fertility; and a deciding factor was Hughes's passion for promoting Anglo-American friendship.

As President of the Board of Aid to Landownership, Hughes attended an opening ceremony at the newly completed Tahard Inn, a 40-room hostelry, on October 5, 1880. He stressed that the cooperative ideal had nothing to do with pernicious Moralism; that places for a cooperative store and a "common herd" of dairy cattle ("to be managed by a committee elected by shareholders") did not exclude the right to private property and private profit; and he hoped that more Americans would play their part in "planting on these southern highlands a community of gentlemen and ladies; not that artificial class which goes by those grand names in Europe and here,

the joint product of feudalism and wealth, but a society in which the humblest members, who live (as we hope most, if not all, of them will) in close contact by the labour of their own hands, will be of such strain and culture that they will be able to meet princes in the game without embarrassment and without self-assertion."

Christened "Rugby", the infant colony received heavy press coverage. The founder's mother travelled to take up residence amid a fanfare of acclamation (at 83 she was, even then, known as "Madame Hughes"). Harper's Magazine described the settlement as symptomatic of "England's Second Colonization of America"; and Hughes dashed off articles to the Spectator extolling "this enchanted solitude" with its gorges bordered by thickets of rhododendrons, azaleas and magnolias.

By mid-1884, gathering around a boisterous vanguard of ex-public schoolboys from Eton, Rugby, Wellington, Malvern and Brighton, the colony had a population of about 150. But reports were disquieting. Accommodation was in short supply and the winter had been the most severe in 25 years. Then came a drought that ruined crops, and an outbreak of typhoid fever which caused several deaths and a panic exodus.

In England, Hughes wondered if these "wood other misfortunes spelled 'the downfall of the last castle in Spain I am ever likely to hold'". The six-mile road to Sedgemoor Station was often heavily jackstrawed. A promised French line to Rugby did not materialize. A somewhat daring factory failed for lack of tomatoes; a pottery venture folded; and the Tahard Inn, a fashionable and lucrative attraction with its billiard tables and Cheltenham Club-like atmosphere, burned down.

Settlers persisted with livestock, grain, fruit and vegetable raising. For even a modest living. But subventions from the Board of Aid and the arrival of some wealthy residents enabled Rugby to weather the storm. In 1884, the population touched a peak of about 450.

Seventy main buildings, often set to ornamental gardens, featured the peaked roofs, gabled windows, and fancy verandahs dear to Victorian England; and English road names—Harrow, Doo-nington, Farrington, Reading, Longcott—abounded. The Tahard was rebuilt (it burned down again in 1899), and when the Arnold Preparatory School opened there was a wild rumour that Matthew Arnold might become headmaster.

Financially hard hit, Hughes was forced to cut his family's living standards and to curtail his political and philanthropic activities. His three subsequent visits, the last in 1887 just after his mother's death, did something to raise morale, but could not arrest a steady decline. Nothing came of projects for oil prospecting, coal-mining and manufacturing industries. Backers withdrew support, colonists drifted away.

Optimism and good-fellowship had proved an inadequate formula. The

making and sale of alcohol had been sternly prohibited (Hughes had warned of moonshine madness). There was more than a hint of hippiedom about the young ladies, gentlemen who set the social tone, community supposed to be dedicated to plain living and high thinking.

The press, sceptical about "plain" whose manual labour was largely confined to the tennis courts, ridiculed ritual of dressing for 4 o'clock tea, vogue for amateur theatricals, ball drives and elaborate sylvan picnics, old school or variety blazers outdoors, butterflyes in brilliance.

Backers in London actually sent "spy" equipped with a secret code, to transmit reports of alleged business mismanagement. But though the cooperative ideal evaporated—there was no co-herd and even the general store resented its private ownership—Hughes refused despair. Shortly before his death, as he wrote: "I can't help believing a good seed was sown when Rugby was founded." Not long afterwards, however, shareholders sold out to American interests.

The small town shrank to a village where a few farmers live and wheat can be achieved by methodical husbandry, and where residents, together since 1966 in a Rugby Restoration Association, strive to preserve Rugby's historic identity. Seventeen buildings are in working order, including the Lisle, built for Hughes, who, by his wife's shrewdness might have lived on in Uffington House, his mother's residence, and Walton Court, the only house owned by the original family.

The Public Library which, stocked with 7,000 volumes, preserves Hughes by British and American publishers, contains one of the finest collections of Victorian literature in the States, is exactly as it was when it was built in 1882. So is Christ Church, a diminutive Carpenter's Gothic much favoured for stylish weddings. A tragicomic failure by economic standards (which Hughes himself despised), New Rugby has, with many more or less utopian communities in America, at least survived; and its value as a unique tourist attraction has, halatadly, been recognized by inclusion in the National Register of Historic Places. Plans for a National River Recreation Area, which envisage the building, yet again, of the ill-fated Tahard as a Park Lodge, are likely to restore the site.

But the prospect of a major influx is viewed with mixed emotions by residents, who fear "development" pressures that could impair Rugby's rustic and rural integrity. Commemorative celebrations will be tinged with a touch of the fight for survival is not over.

Further details are available from the Rugby Restoration Association (PO Box 2, Rugby, Tennessee 37733), which comes British members.

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Thomas Hughes (second left) and his mother at her Rugby home, around 1883.



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of Art

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Properties for Sale  
and Wanted

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## Nursery Education

London Borough of  
Hammersmith and  
Riverside

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Nursery School

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## Primary Education

London Borough of  
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## Secondary Education

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## Special Education

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## Colleges of Education

London Borough of  
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Headship of the  
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**SECONDARY**  
Deputy Headships  
continued

**NEWHAM**

London Borough of Newham, London. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Newham School, Newham, London E15 3JH.

**LEICESTERSHIRE**  
COUNTY COUNCIL  
Wichamstead, Leicestershire

Wichamstead, Leicestershire. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Wichamstead School, Wichamstead, Leicestershire.

**RICHMOND UPON THAMES**  
London Borough of Richmond upon Thames

London Borough of Richmond upon Thames. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Richmond upon Thames School, Richmond upon Thames, London.

**TRAFFORD**  
Metropolitan Borough of Trafford

Metropolitan Borough of Trafford. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Trafford School, Trafford, Manchester.

**Scale 1 Posts**

Scale 1 Posts. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Scale 1 Posts School, Scale 1 Posts, London.

**Domestic Subjects**

Domestic Subjects. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Domestic Subjects School, Domestic Subjects, London.

**Heads of Department**

Heads of Department. Deputy Headship, £11,000 p.a. plus £1,000 for house. The school is a large secondary school with 1,200 pupils. The successful candidate will be responsible for the day-to-day running of the school and will report to the Headmaster. Applications should be sent to the Headmaster, Heads of Department School, Heads of Department, London.

**Remedial Posts**

**Other Posts on Scale 2 and above**

**North Yorkshire**

**County Council**

**Head of Department**

**Scale 1 Posts**

**North Yorkshire**

**County Council**

**Head of Department**

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## CONCLUSION

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## LOTHIAN REGIONAL COUNCIL DEPARTMENT OF EDUCATION TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

### PRIMARY ASSISTANT HEAD TEACHER

- Reference O Derridge Primary School, Livingston (Post Infant) subject to review  
Reference O East Gyle Primary School (Early Education) subject to review  
Reference O St. John's Primary School (Early Education) subject to review  
Reference O Whitby Primary School (Post Infant) subject to review

### SECONDARY ASSISTANT PRINCIPAL TEACHER

- Reference O Darnley Community High School, £1,203 plus £120 Livingstone - English Enhancement  
Reference O Dalrymple High School - £1,137  
Reference O Gifford High School - £814  
Reference O St. Mary's Academy - History £912

### TEACHER

- Reference B Craigmount High School, Chemistry/Science  
Reference B Currie High School, Biology  
Reference B Dalrymple High School, Mathematics  
Reference B Dalrymple Community High School, Livingston, Technical Education  
Reference B Dalrymple Community High School, Livingston, Religious Education  
Reference B Dalrymple Community High School, Livingston, Music  
Reference B Dalrymple Community High School, Livingston, Home Economics  
Reference B Dalrymple Community High School, Livingston, Education  
Reference B Dalrymple Community High School, Livingston, Chemistry  
Reference B Dalrymple Community High School, Livingston, Science  
Reference B Dalrymple Community High School, Livingston, Music

Housing may be available for posts in the West Lothian Division. Further information may be obtained from the Education Officer.

Salaries will be in accordance with the current Scottish Teachers' Salaries Memorandum. A special payment of £551 per annum (subject to review) is made in respect of the ability to undertake work as a seasonal basis commencing 10 out of a possible 16 weeks per year, including a maximum of 2 evening sessions.

For posts marked Reference O, applications should be sent to the Education Officer, 40 Torphichen Road, Edinburgh EH3 5JL (reference E87).

For posts marked Reference B, applications should be sent to the Education Officer, 40 Torphichen Road, Edinburgh EH3 5JL (reference E87).

Closing date for applications: 10.10.1980.

### SPECIAL EDUCATIONAL SERVICES

#### CLASS TEACHER Canonmills School

Applications are invited from registered teachers for a class teacher in Canonmills School for pupils of secondary age with physical disabilities. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

#### TEACHER OF ENGLISH AS A SECOND LANGUAGE Torphichen Education Centre

Applications are invited from registered teachers for a teacher of English as a second language in the Torphichen Education Centre. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

#### PRIMARY REMEDIAL SERVICE

##### REMEDIAL TEACHER Wemyss and Whitecar Schools

##### REMEDIAL TEACHER St. Anthony's (RC) Primary School, Armdale

Applications are invited from registered teachers for these full time posts in the above primary schools in the Lothian Region. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

#### INSTRUCTOR (Outdoor Pursuits)

##### Bennet Centre for Outdoor Education

Applications are invited from registered teachers for a full time post in the Bennet Centre for Outdoor Education. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

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Free board and lodging is available for a single person. Completed applications should be sent to the Education Officer, 40 Torphichen Road, Edinburgh EH3 5JL. Closing date for applications is 31 October 1980.

## SCOTTISH APPOINTMENTS

### Universities

#### GLASGOW THE UNIVERSITY

##### DIVISION OF ADULT AND CONTINUING EDUCATION

Applications are invited for the post of Lecturer in the Division of Adult and Continuing Education. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

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Closing date for applications: 31 October 1980.

### SECONDARY EDUCATION

#### Deputy Headships

##### Senior Masters/Mistresses

#### GLASGOW THE HIGH SCHOOL

Applications are invited for the post of Deputy Head of the High School. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

Closing date for applications: 31 October 1980.

### CLASSIFIED ADVERTISEMENTS

#### The charge for advertising in all classified advertisements is £1.20 per line

Minimum 3 lines.

Display in classified advertisements £7.00 per single column cm (minimum space 9.5 cm double column at £133.00)

A charge of £2.00 is made for Box Number facilities

Advertisements should reach THE TIMES EDUCATIONAL SUPPLEMENT

New Printing House, Square, London WC1X 8EZ

by Monday for the following Friday's issue

### Sixth Form and Tertiary Colleges

#### Scale 1 Posts

##### SOLIHULL EDUCATION COMMITTEE

Applications are invited for the post of Sixth Form Tutor. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

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Closing date for applications: 31 October 1980.

### SPECIAL EDUCATION

#### Headships

##### KENT COUNTY COUNCIL

Applications are invited for the post of Head of the Special Education Department. The post is full time and involves a high level of responsibility. The successful candidate will be expected to have a minimum of 5 years' experience of teaching in a secondary school and to be a member of the Scottish Teachers' Association. Further information may be obtained from the Head Teacher, Canonmills School, 1000 Canonmills Road, Edinburgh EH4 3JL (reference E87).

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### KINGSTON UPON THAMES

#### Scale 1 Posts

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Closing date for applications: 31 October 1980.

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### HAMPSHIRE

#### Scale 1 Posts

##### SOLIHULL EDUCATION COMMITTEE

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Closing date for applications: 31 October 1980.

### SPECIAL EDUCATION

#### Headships

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### WEST SUSSEX

#### Scale 1 Posts

##### SOLIHULL EDUCATION COMMITTEE

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Closing date for applications: 31 October 1980.

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### CLASSICS

#### Scale 1 Posts

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Advertisements should reach THE TIMES EDUCATIONAL SUPPLEMENT

New Printing House, Square, London WC1X 8EZ

by Monday for the following Friday's issue

### HEADSHIP

#### ABBOTSHOLME SCHOOL

Applications are invited for the post of Headmaster/Headmistress which will become vacant in September 1981.

The School

Abbotsholme is a Co-educational Independent Public School with some 250 boarders. The present Headmaster is a member of HMC and SHMIS.

A large new Girls' House has just been completed and further development is under consideration.

Application

It is hoped to make an appointment in December. For further details please write to the Headmaster's Secretary, Abbotsholme School, Roccaster, Uxbridge, Staffs. ST14 5BS.

The closing date for applications is 31st October 1980.

### DAVIES'S COLLEGE

44 Cromwell Road, Hove BN3 3ER

Principal, R. Bellerby, M.A., B.Sc.

An Independent College of Further Education

### HEAD OF ECONOMICS

This post falls vacant on 1st January, 1981, following the promotion of the present holder to the post of Vice-Principal in the College.

Applications are invited from qualified graduate teachers with several years' good teaching experience. Letters of application should include a full C.V. and the names, addresses and telephone numbers of three academic referees, and must be received before 22nd October.

Davies's Salary Scale II or III, £24,572-£26,900 or £25,625-£27,500.

D.E.S. Teachers' Superannuation Scheme.

### DOVER COLLEGE

Applications are invited for the post of

### HEADMASTER

to succeed Mr. David Cope who leaves in April, 1981.

Dover College is an independent co-educational Public School of 425 pupils of whom about 370 are boarders.

Details of the appointment and application forms may be obtained from:

The Clerk to the Council, Dover College, Dover, Kent.

Telephone: 0304 205969

### Economics

#### DOVER COLLEGE

Applications are invited for the post of







**Athrofa Gogledd-dd Cymru**  
**The North Wales Institute**  
of higher education

**SCHOOL OF MATHEMATICS, STATISTICS AND COMPUTING**

**KELSTERTON COLLEGE, CONNAH'S QUAY, CLWYD**

**PRINCIPAL LECTURER (COMPUTING)**

The successful applicant will be responsible for developing a course in computing for students in the College of Arts and Social Sciences.

**LECTURER GRADE I IN MATHEMATICS/COMPUTING**

Applications are invited from suitably qualified persons for the above post.

Further details and application forms for both posts are available from the Institute Registrar, The Coach House, Kelserton, Clwyd, Clwyd. Tel: 02920 8111. Closing date: 21 October 1980.

**County of Avon**

**SOUTH BRISTOL TECHNICAL COLLEGE**

**Markesbury Road, Bristol BS3 5JL**

Required as soon as possible:

Lecturer Grade 1 in Art and Craft to specialize in Fabric Printing/Printing and to teach Art and Craft to 'O' and 'A' level including 'A' level History of Art.

Lecturer Grade 1 in Electrical Engineering to teach Electronics and Control Technology to C and T level students.

Salary scale: £4,683-£8,055

Further details and application forms available from the Principal of the College.

**HAMPSHIRE COUNTY COUNCIL**

**THE COLLEGE OF NAUTICAL STUDIES**  
WARSASH, SOUTHAMPTON

The College of Nautical Studies has pioneered "Bridge Teamwork" courses for its Officers, Ship Simulators and, to meet the demands of the Shipping Industry, is taking delivery of a second ship simulator. The College is now seeking a Lecturer to teach the Bridge Teamwork course to prospective officers. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**LECTURERS IN SHIP SIMULATION**  
(Bournemouth 1 & 2)

Salary Range on appointment £4,683 to £8,702 extending to £11,285.

**College of St. Mark & St. John**

**MICROCOMPUTERS IN THE CLASSROOM**

In the light of the Government's Microelectronics Programme the College has decided to expand its microcomputers as an aid which is developing curriculum material with associated teacher-training activities.

Applications to join the Project Team are invited from those with programming experience and a sensitive interest in teaching. Some background in the human sciences, or in design, could be an advantage.

Those interested should write as soon as possible to the Project Director, Rosemary Frear, at the College of St. Mark and St. John, Derriford Road, Plymouth PL6 8BH, giving details of current relevant experience, curriculum vitae and the names and addresses of two referees.

**COLLEGES OF FURTHER EDUCATION continued**

**NORTH YORKSHIRE COUNTY COUNCIL**

**YORK COLLEGE OF ARTS AND TECHNOLOGY**

**DEPARTMENT OF ART AND TECHNOLOGY**

**LECTURER IN PHOTOGRAPHY**

Applications are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**NOTTINGHAMSHIRE COUNTY COUNCIL**

**CLAUDE BURNHAM COLLEGE OF FURTHER EDUCATION**

**LECTURER IN PHOTOGRAPHY**

Applications are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**SOMERSET COUNTY COUNCIL**

**BRIDGWATER COLLEGE OF ARTS AND TECHNOLOGY**

**DEPARTMENT OF HUMANITIES AND SCIENCE**

**TEMPORARY LECTURER IN MATHEMATICS**

For January 1981, for two terms only, a temporary Lecturer to share in the teaching of Mathematics to students in the Department of Humanities and Science. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**Microelectronics Coordinator**

A Microelectronics Coordinator (salary scale: £4,683-£8,055) is required to liaise with schools, further education, universities, local industries and other external agencies in order to coordinate the future needs of the educational service.

The successful applicant must be well qualified in an appropriate discipline, e.g. Physics, Mathematics, Electronics or Computer Studies and should be currently involved in education, industry, commerce or academic research. This project could provide an excellent opportunity for further research.

Applications by letter to: John Buck, B.A., Director of Education, Dufferin Metropolitan Borough, Education Office, 2 St. James's Road, Dudley, West Midlands, DY1 1JQ, by Thursday, October 23rd.

Further details will be supplied upon request. Tel: 0584 55433, ext. 4331.

**Colleges and Departments of Art**

**CLEVELAND COLLEGE OF ART AND DESIGN**

**LECTURER IN ART AND DESIGN**

Applications are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**Universities**

**CAMBRIDGE UNIVERSITY**

**DEPARTMENT OF LATIN AMERICAN STUDIES**

**LECTURER IN LATIN AMERICAN STUDIES**

Applications are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**oxford polytechnic**

**DIRECTOR**

Salary scale Group 12

**£23,793**

The Governors invite applications for the post of Director to succeed the present holder, Dr. B. B. Lloyd, who retires on 31 December 1980.

Further particulars are obtainable from the Clerk to the Governors, Oxford Polytechnic, Headington, Oxford, OX3 9BP, to whom applications should be submitted not later than 21 November 1980, naming three referees and marked "REG/CONFIDENTIAL".

**Bexley London Borough**

**Erith College Of Technology**

**Belvedere, Kent DA17 6JA**

**LECTURER GRADE II IN HEALTH**

Required to teach in the Department of Health Studies. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**Leeds POLYTECHNIC**

**School of Mechanical and Production Engineering**

**LECTURER I IN ANALOGUE/DIGITAL INSTRUMENTATION**

To teach on the new Technician Education Council Courses for Mechanical and Production Engineering and to design and develop new laboratory equipment for use over a wide range of courses.

Interested persons wishing to discuss the post informally should contact Dr. R. E. Schofield, on Leeds (0532) 482743.

Salary Scale: £4,683-£8,055.

A Union membership agreement in operation. Details from: The Services Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: 0532 482355.

Closing date: 7 November 1980. Please enclose a.s.e.

**WARWICKSHIRE SOCIAL SERVICES**

**Housemasters**

Salary Scale: RES 4/5 £2,266-£2,381 if unqualified RES 5/6 £5,764-£7,077 if qualified

Experienced and preferably qualified Child Care Officers are required at North School, Kineton, a Community Home School for 80 boys aged 14 to 16 years which is now part of the Child Care Service in Warwickshire. The school is situated in a very pleasant South Warwickshire village near to Warwick, Stratford-upon-Avon and the Cotswolds.

The principal aim of the school is the rehabilitation of the boys and the person appointed should have a special interest in care for adolescents and the ability to work closely with the teaching staff, social workers and families. These posts would offer valuable experience for teachers who wish to work in a residential setting in a non-teaching capacity or for serving residential social workers who wish to broaden their experience and the starting salary will be commensurate with qualifications.

Selling in allowances of up to £800 are payable in approved circumstances and a three-bedroom house is available at nationally recognised rates. The Headmaster, Mr. M. Lawle (Telephone Kineton 04512) will be pleased to discuss the post with potential applicants and application forms are available from the address below.

Closing date: October 29, 1980.

Director of Social Services  
Shire Hall, Warwick  
Telephone: Warwick 43431  
Ext. 2303 or 2443

**Warwickshire**

**MINISTRY OF DEFENCE**

**BURNHAM LECTURER GRADE 1 (GERMAN)**

Applications are invited from suitably qualified candidates for a post in the East Midlands which is required to be filled in early 1981.

Applicants should be able to teach the basic structure of German, making full use of modern teaching techniques. Candidates should possess an up-to-date knowledge of the geography, history and social customs of Germany. It is essential that they possess native-speaker ability in German and it is desirable that they hold a University Honours Degree and/or service interpreter's qualification. Exceptionally, candidates without a degree may be considered if they can show that they possess the necessary command of English and German and have previous teaching experience. In addition, a good knowledge of Russian would be a distinct advantage.

**SALARY:**

Lecturer will be in accordance with the Scales of Salaries for Teachers in Establishments for Further Education, England and Wales, 1978, £4,683 to £8,055 per annum, according to qualifications and experience. A pensionable allowance will also be paid for the slightly longer teaching year.

**RENEWAL:**

The appointment will be superannuable under the Teachers' Scheme and the successful candidate will be granted a permanent status. Shortlisted candidates will be required to sit a written language test of one hour's duration followed by a viva voce interview. Interviews will be held on 26 and 27 November. Reasonable travelling expenses, etc. will be reimbursed. Requests for application forms should be made (on a postcard, please) to the Ministry of Defence, CM(S)411, Room 339, Leconfield House, 100 Whitehall, London WC1N 9SF, quoting reference: 100/100/100/100.

Closing date for the receipt of completed applications: 11 November 1980.

**Leeds POLYTECHNIC**

**School of Mechanical and Production Engineering**

**LECTURER I IN ANALOGUE/DIGITAL INSTRUMENTATION**

To teach on the new Technician Education Council Courses for Mechanical and Production Engineering and to design and develop new laboratory equipment for use over a wide range of courses.

Interested persons wishing to discuss the post informally should contact Dr. R. E. Schofield, on Leeds (0532) 482743.

Salary Scale: £4,683-£8,055.

A Union membership agreement in operation. Details from: The Services Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: 0532 482355.

Closing date: 7 November 1980. Please enclose a.s.e.

**UNIVERSITIES**

**Appointments continued**

**NORTH YORKSHIRE COUNTY COUNCIL**

**YORK COLLEGE OF ARTS AND TECHNOLOGY**

**DEPARTMENT OF ART AND TECHNOLOGY**

**LECTURER IN PHOTOGRAPHY**

Applications are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**NEWCASTLE UPON TYNE**

**THE UNIVERSITY**

**SCHOOLS FELLOWSHIP**

Applications for the Schools Fellowship are invited from suitably qualified persons for the above post. The successful candidate will be responsible for the delivery of the course and for the recruitment and training of the staff. The successful candidate will be required to hold a Certificate of Competency or a Master's Certificate of Competency and to have a minimum of five years' experience in a ship's company.

**Leisure Services—Youth & Community Division**

**Opportunities in a Service with a Difference**

It is five years since the Youth & Community Service in Nottinghamshire became the responsibility of the Leisure Services Department. In that time the service has developed to the extent of a much larger full-time team. We have an extensive programme of special holidays, expeditions and events catering for all ages. The service has also developed a mini bus fleet for use by any youth organization to complement established facilities such as residential training centres, canoeing and sailing centres with a community arts centre "on the rocks". We now have vacancies for staff (male or female) at three Youth & Community Centres where you are appointed you will receive induction training, professional supervision and have a say in the running of a still developing policy.

**Querrydale**

JNC 3 (2-6) £6,459-£7,242 p.a.

Required on the campus of the Querrydale Comprehensive School in Sutton-Ashted. There are opportunities for community work here on a nearby Council Estate.

For more details telephone John Clayton, the Area Officer, on Mansfield (0623) 754053.

**Clifton**

JNC 3 (4-6) £6,592-£7,695 p.a.

This is a detached Youth Club building in South Nottingham. Development of work with unemployed young people is a particular challenge at this Club.

For more details telephone Marion Bell, the Area Officer, on Nottingham (0602) 48511.

The posts at Clifton and Querrydale are being re-advertised and it will not be necessary for those who have already submitted applications to re-apply.

**Beeston Community Centre**

JNC 3 (4-6) £6,662-£7,695 p.a.

This appointment is to the service of the Management Committee of the Youth Club, (100 per cent grant aided by Nottinghamshire County Council).

For more details talk to Gordon Thompson, the Area Officer, on Nottingham (0602) 224687.

Relocation expenses will be granted in appropriate cases.

Application forms and job descriptions can be obtained from and should be returned to the Director of Leisure Services (Staffing), Trent Bridge House, Fox Road, West Bridgford, Nottingham (telephone Nottingham 0602 68686 ext. 381) not later than October 30, 1980. Please quote reference 146.

**Nottinghamshire County Council**

**County Hall, West Bridgford, Nottingham NG2 7BP**

**AYCLIFFE SCHOOL**

**Second Deputy**

(Re-advertisement)

Applications are invited from suitably qualified and experienced persons for this post. Aycliffe is the regional centre for the assessment and treatment of disordered youngsters, serving the northern quarter of the county.

The Second Deputy will join a professional, multi-disciplinary team responsible for all aspects of the work of the School and initially work in the Special Unit. There are excellent opportunities for research, training and personal development in a complex, pioneering centre.

The post is residential or, under exceptional circumstances, non-residential. Married or single accommodation is available at the national rates. Salary scale £8,746 to £10,814 p.a.

Applications, giving full details of qualifications and experience and names of three referees should reach the Principal, Aycliffe School, Copelow, Aycliffe, Co. Durham, not later than 28th October 1980.

**HCHC** Harrow College of Higher Education

**FACULTY OF SCIENCE AND TECHNOLOGY**

**School of Engineering**

**Principal Lecturer in Microelectronics**

The person appointed will be required to take an active part in both the development and teaching of microelectronics. The development work will involve hardware, software and curricula material. Applicants should be graduates and have experience in further/higher education.

Salary scale: £10,508-£13,245 plus London Weighting £509 p.a.

Application forms are available on request and should be returned to the Principal within fourteen days of the appearance of this advertisement at Harrow College of Higher Education, Northwick Park, Harrow HA1 3TP, Middlesex or telephone 01-864 5422 Ext. 352.

**SCHOOLMASTER/MISTRESS**

**FELLOW COMMONERSHIP**

Applications are invited from a schoolmaster or schoolmistress to hold a Fellow Commonership for the school summer term of 1981.

The aim of the Commonership is to give the schoolmaster/mistress leisure for thought and study in his/her subject and the opportunity to see, at close quarters, what is now going on in Cambridge and to help university teachers to understand the problems faced by schools. The successful applicant will be expected to submit a short report on his/her activities of the term by the end of September 1981.

Applications, giving a curriculum vitae, a statement by the candidate of the study he/she wishes to undertake and two confidential testimonials, at least one of which must be from someone able to give an account of the applicant's record as a teacher, should be sent to the Secretary to the Council, Grien College, Cambridge CB3 0JG, not later than 15th November 1980.

**SURREY COUNTY COUNCIL**

**EDUCATION DEPT., NORTHERN AREA**

**Laithers House, Ham Common, Richmond**

**Deputy Education Officer**

An experienced teacher is required to teach boys on the 14-21 year-old range, and, on occasion, to deputise for the Education Officer. Salary in accordance with Burnham Lecturer 2 (£8,012-£9,702 p.a.) plus London Allowance.

Application forms and further details available (SAE, please) from the Area Education Officer, 7 Monmouth Hill, Weybridge.

Closing date 31/10/80.

**AYCLIFFE SCHOOL**

**Second Deputy**

(Re-advertisement)

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